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ABSTRACT

This document outlines a performance-based undergraduate program for the education of teachers at Brooklyn College. Introductory material includes an overview, assumptions, goals, special features, and desired outcomes. Described are four course-level sequences of the program: early childhood, elementary, middle schools, and secondary. A 42-item bibliography is included. (Appendixes are included in related document SP 006 385.) (MJM)

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BROOKLYN COLLEGE
THE CITY UNIVERSITY OF NEW YORK
School of Education

A PERFORMANCE-BASED UNDERGRADUATE PROGRAM

for the

EDUCATION OF TEACHERS AT BROOKLYN COLLEGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SP 006 384

EDITOR: Natalie T. Darcy, Chairman
Committee on Curriculum and
Admission to Courses, CLAS

June, 1971

V O L U M E I

SECTION I INTRODUCTION

SECTION II FOUR COURSE-LEVEL SEQUENCES

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P R E F A C E

The document which follows outlines a Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College. It represents contributions of Target Groups representing the faculty of the School of Education who worked on curricular planning for one and one-half years in consultation with selected students, school personnel, and other representatives from the communities of Brooklyn; three years of study of the research in the field of curricular revision by the Committee on Curriculum and Admission to Courses (CLAS): and contributions for position papers (to be found in the Appendices of the document) made by ad hoc committees who represented a large cross-section of the faculty of the School of Education. Liaison with the Committee on Graduate Studies was achieved through the services of Dean Helen Brell, and Professors Celia Baum, Carroll Felleman, and Ruth Lofgren. Finally, the document represents the continual guidance and substantial recommendations of Dean Louis E. Rosenzweig, Dean Irene Impellizzeri and Dean Donald Watkins.

The Committee on Curriculum and Admission to Courses (CLAS) has spent the past one and one-half years assembling, studying, and organizing these data in an attempt to construct working models for the education of prospective teachers at the undergraduate level in Brooklyn College. The overall goal of this curricular revision is to improve notably the public education of children and youth in the Metropolitan area of New York City with particular emphasis on the education of children and youth in the inner city of Brooklyn.

The document has been and will continue to be presented for study to the following groups: the staff of the School of Education, concerned Liberal Arts faculty, selected students, school personnel and other community representatives. Suggestions for change have been and will be considered and where feasible, will be implemented. The document was formally approved by the School of Education in April 1971 and was forwarded to the College Committee on Undergraduate Curriculum in May, 1971 with a recommendation for its approval and presentation to Faculty Council. If Faculty Council, the Board of Higher Education and the State Department of Education approve of the document in the Fall Semester of 1971, the School of Education will be able to spend the following year organizing teams for instruction in the course sequences, revising course syllabi, staffing and equipping the Campus Media Center and assuming its shared responsibility for staffing and equipping the School-Community Teaching-Learning Centers, orienting students to the Program, and finally, implementing the Program in the Spring Semester of 1972.

This document, then, represents the first complete phase of curricular planning. There are other important phases to be accomplished by the Committee and by other personnel in the School of Education and in the College before the Program can be fully implemented. Among them are the following:

1. Further and extensive conferences with the staff of the School of Education, appropriate College Committees, selected students, school and other community representatives over the next academic year to discuss the Program and solicit recommendations for change.

2. Further and extensive conferences with school personnel, representatives of College and school Collective Bargaining Agents with regard to the establishment of School-Community Teaching-Learning Centers.

Preface - (continued)

3. Negotiations for locating sites, staffing and equipping the Campus Media Learning Center and the School-Community Teaching-Learning Centers.

4. Further development of the required and suggested courses in Liberal Arts for prospective teachers. This will require further consultation with chairmen and selected staff of every Liberal Arts Department of the College.

5. Defining the administrative departmental structure and cost analysis in detail for the implementation of the Program.

6. Continued orientation of students to the Program.

7. Continued conferences with representative faculty of the School of General Studies and Community Colleges to align the Program with the S.G.S. Program as far as possible, and to determine curricular plans suitable for transfer students from Community Colleges.

8. Preparation of a document suitable for applying to the State Department of Education of New York for Certification of the Program.

9. Funding: Preparation of materials and applications for State and Federal funding.

Staff Contributing to Document

I. Editor: Natalie T. Darcy, Chairman, Committee on Curriculum and Admission to Courses (CLAS).

II. Target Groups - representing the staff of the Department of Education and selected students and community representatives.

III. Deans Louis Rosenzweig, Irene Impellizzeri and Don Watkins - Ex-officio members of all groups.

IV. Dean Helen Brell and Professors Celia Baum, Carroll Felleman and Ruth Lofgren liaison with Committee on Graduate Studies.

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Preface - (Continued)

2. Ad Hoc Committee on Instructional Technology

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The procedure has been and will be time-consuming, costly and difficult. It is hoped that the improvement in the public education of teachers, children, and youth in New York City will be a fitting reward for the effort.

SECTION I

INTRODUCTION

A PERFORMANCE-BASED UNDERGRADUATE PROGRAM FOR THE EDUCATION OF TEACHERS AT BROOKLYN COLLEGE

INTRODUCTION

A. An Overview

A Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College was accepted by the School of Education in April, 1971 and plans are under way for giving the first course of each sequence, on a pilot basis, during the fall of 1971.

The following overview of the program represents contributions based on three years of study by many groups: committees and individuals in the School of Education in consultation with selected members of the Liberal Arts faculty, representatives of school personnel, community groups, and the student body.

The data were studied, organized and edited by the Committee on Curriculum and Admission to Courses (CLAS) of the School of Education: Professors Arthur Allen, Zita Cantwell (secretary), Natalie Darcy (chairman), Sam Duker, Dorothy Geddes, Leonard Kenworthy, Charles Long, Rose Mukerji, Bernard Starr, and Elvira Tarr as well as Professor Celia Baum (ex officio), Dean Irene Impellizzeri (ex officio) and Dean Louis Rosenzweig (ex officio).

B. Assumptions of the Program

The Program is based on these assumptions:

1. The basic institutions and their value structures in our world are changing at an exponential rate. Therefore, teachers should be educated to be aware of and play a major role in shaping the changes that seem certain to occur in the field of education.

2. The curriculum can continue to be relevant to the changing world only if it is an open system with a built-in intention, action, and feed-back structure for processing ideas, generating hypotheses and collecting data regarding the system and its relation to the changing world in which the curriculum will exist.

3. The curriculum can continue to be relevant to the changing world only if it creates a new kind of teacher -- one who is an interesting, interested, basically well-educated person who is an effective student of human learning, is aware of a conscious personal philosophy and assumes a role as a responsible agent of social change.

4. The education of teachers should involve not only the College but cooperation that involves the College, public schools, community school boards, parents, teacher unions and educational industries working together in new ways.

5. Teacher education should include a broad general education with an interdisciplinary focus. This focus may provide interdisciplinary experiences in the professional sequence and concentration in one or more related disciplines in the liberal arts. This implies the collaboration of Liberal Arts and Education faculties, and school personnel in the development of an integrated curriculum.

6. The Program should be performance-based and structured to provide an integration of direct experiences in the education of children and youth in an urban environment, the study of the theoretical bases for this education, and the evaluation of the behaviors employed to bring about this education. This concentrated study and service throughout each entire sequence should be based in the School-Community Teaching-Learning Centers to which students should be assigned for periods of from two to four years depending on their time of entry into the Teacher Education Program. The Campus Media Learning Center would be a Campus base and both Centers would provide materials and resources for research related to the Program.

Assumptions of the Program - continued

7. The Program should be part of a five-year program to educate beginning teachers. It is assumed that the Undergraduate Program would provide the base for the Graduate Program.

8. Analysis and Interpretation of Behaviors in Teaching-Learning Situations:

   a. Teaching behavior is complex and involves interactions between teachers and students as well as interactions with course materials.

   b. In every course in the Program the course work (experiences and related content) should be developed through the building of a conceptual system of teaching by identifying, analyzing, and interpreting behaviors in teaching-learning situations. There are several systems that could be used as models but faculty and students could also develop their own system. The overall objective would be to train prospective teachers and, in turn, the children and youth they teach to think reflectively about behaviors.

   c. It is assumed that this training would develop in prospective teachers the ability to interpret quickly and thoroughly the events that will happen in the classroom and community when they assume comprehensive teaching.

   d. In this Program course content would be used to expand on and analyze experiences, and course content therefore, would take on added meaning in practice.

C. Goals

1. Responsible Agents of Social Change

To prepare a basically well-educated person who engages in clinical practice in teaching, is an effective student of human behavior, and assumes the role of a responsible agent of social change and particularly change in public education in New York City.

2. Service to Community

To revise the teacher education program to make it more relevant to the community Brooklyn College serves with the concept of service to that community taking precedence in the program.

3. Earlier Involvement - School-Community Teaching-Learning Centers

Introduction of courses in early college years which call

for increased involvement in real experiences with children and youth, particularly those in low income areas in New York City. The agent to effect this experience-centered curriculum will be the School-Community Teaching-Learning Centers. These experiences will be developed sequentially according to their complexity, throughout the entire program through the first year of teaching.

4. Reflective Teachers vs. Technicians

To assist prospective teachers to develop as reflective persons who have a conceptual background to call upon when confronted with new situations rather than technicians trained to carry out training tasks.

5. Teaching Strategies in Terms of Cognitive and Affective Behaviors

a. To formulate objectives in all courses in terms of behaviors which are observable and measurable.

b. To select and organize course content consistent with its logic and the psychological demands of the learner.

c. To evaluate outcomes in terms of behavioral change.

d. To use strategies appropriate for attaining these objectives.

6. Personalized Style of Teaching

To help students to develop self-confidence and security in the teaching role and to encourage the emergence of a personalized style of teaching based on current knowledge but uniquely manifested by each individual.

7. Guidance Function

To assist in the integration of each pupil in his environment and to promote his development of a worthwhile identity.

8. Communication

To direct prospective teachers in the learning of communication skills within a wide variety of cultural experiences so that information can be received from a wide variety of sources and exchanged with a wide variety of people. The transfer of these learnings to the classroom situations will be stressed.

9. Philosophical Insight

To give the student a philosophical insight into the process of teaching and the role of education in society.

10. Specialized Function of Teacher

To emphasize increasing interaction between the prospective teacher and other teachers, paraprofessionals, and other adults, so that he will be prepared to assume a more specialized function in classroom instruction and management.

11. Research

a. To design the curriculum to include instruction in the values and methodology of research and the uses of advanced educational media to improve competence in interpreting, by means of theoretical knowledge, the events that happen in a classroom.

b. To focus the research capabilities of the School of Education around specific and germane issues and problems related to the education of children in low income areas.

12. Evidence of Learning

To develop a program that generates evidence that prospective teachers can bring about appropriate learning in children before they assume full responsibility for it in a classroom.

D. Special Features of the Program

1. Liberal Education Component

Teacher education would be an all-college effort and would require the synthesis of the humanities, physical sciences, social sciences, and professional Education courses to enable prospective teachers to know, or to know how to master, "the what" of teaching.

Prospective teachers would be permitted to have a different sequence of college-required courses in Liberal Arts in order that they may be provided with a greater understanding of their role in serving and in changing urban society. See Appendix E.

2. Multiple Sequences and Multiple-Entry Points

Multiple sequences for prospective teachers would be established: Early Childhood (Nursery through Grade 2); Elementary (Grades 1 through 6); Middle Schools (Grades 5 through 9); Secondary (Grades 9 through 12).

Multiple-entry points and some possibility of transfer from one sequence to another would be provided.

Early and Continued Involvement

In order that students may assume early, appropriate, and increasingly complex responsibilities in the teaching role, an extensive training period for teachers beginning in the early college years and continuing through the early years of professional teaching would be required.

3. Performance-Based, Experience-Centered Curriculum in School-Community Teaching-Learning Centers

The curriculum would have a performance-based, experience-centered program throughout each entire sequence with provision for concentrated study and service in selected urban environments in School-Community Teaching-Learning Centers in which teacher trainees would be based for from two to four years.

The School-Community Teaching-Learning Centers would be established to create an integrated school-College-community training agent for both pre-service and in-service teachers and other professionals and paraprofessionals. Each center would consist of a small complex of schools on all levels and one or more additional buildings to meet the needs of on-going research, meetings with community leaders, tutoring, and multiple learning activities. These buildings might also provide space for residence units whereby prospective teachers could, on a voluntary basis, live in the community in which they would be working, for a few weeks at a time.

The Program would provide sequential supervised laboratory experiences of graded complexity in the School-Community Teaching-Learning Centers. These experiences would include simulation, micro-teaching, acquisition of skills to work with individuals and small groups and tutoring - all leading to the greater responsibilities of student-teaching and internships. See Appendix A.

4. The Campus Media Learning Center

Provision would be made in the Campus Media Learning Center for the broad and deep use of technological aids to (a) assist in the individualization of instruction and independent study by prospective teachers, (b) allow the prospective teachers opportunities to develop facility in the use of technological equipment for the schools, and (c) permit the use of instructional technology for the analysis, evaluation and storage of protocol materials used in the Program. Fully-equipped and fully-staffed media laboratories in the Campus Media Learning Center would be necessary for the proper use of instructional technology in carrying out the objectives of the Program.

5. Counseling

The content and experiences within the curricula would be structured to guide the prospective teachers and the beginning teacher toward the development of the skills necessary for self-knowledge, self-esteem, and self-direction. In addition, the prospective teacher should have the knowledge of group processes and "coping skills" necessary to be a well-functioning human being with professional values consistent with personal integrity and the demands on a teacher in a rapidly changing society. It would be assumed that as the student knows himself and his role better, he could cope more effectively with the dynamics of change. See Appendix C.

6. Individualized Instruction

The Program would attempt to provide for the individualization of instruction of prospective teachers and for their instruction in strategies to provide for individualizing instruction in their own teaching roles. In both instances, individualized instruction would consist of planning and conducting, with each student, programs of study and day to day tasks that are tailor-made to suit his learning requirements and his characteristics as a learner and as a teacher. See Appendix F.

7. Team Teaching

The experience-centered curriculum would function largely through effective cooperation of College faculties (Education and Liberal Arts), master teachers in schools, interns, para-professionals and teacher aides. A redefinition of the respective roles and responsibilities of these persons would be necessary. See Appendix D.

8. Evaluation

Evaluation and feed back techniques would be developed for these experience-centered curricula and should be used at the beginning, throughout, and at the end of each sequence. Their purpose would be to determine to what extent teacher trainees have acquired the essential teaching behaviors and to allow for systematic assessment, revision, and up-dating of the Program. Follow-up studies of Program graduates would be indicated.

To permit this evaluation, course outlines should be prepared in terms of (a) objectives: standards and goals to guide the prospective teacher's development; (b) teaching-learning behaviors to be developed, analyzed, and assessed through the use of such materials as audio-tapes and video-tapes.

The definition of specific objectives and ways of implementing them should be identified cooperatively by the instructor and each trainee. See Appendix H.

9. Electives

Electives will be suggested on each of the four levels to enable students to meet the objectives of the Program and to make better use of faculty expertise. Examples of electives would include the following:

African Heritage and the Schools;
Hispanic and Puerto Rican Heritage;
Credit for supervised travel in the United States and abroad.

10. Provision for Analysis of Cognitive, Affective and Social Situations

The identification, analysis and sequential arrangement of behavioral situations would be built into an observation system. Categories of analysis should represent an appropriate balance among cognitive, affective and social aspects of teaching.

The Program would provide for situations in which the prospective teacher would be confronted with cognitive, affective, and social experiences specifically intended to produce desired teaching behaviors.

a. Cognitive Behaviors:

1. The Program would provide situations in which prospective teachers are made cognizant of the structural components of each discipline to be taught, the conceptual framework of the discipline, methods of verification peculiar to the discipline, and should engage in strategies which would direct pupils' learning of the discipline in a manner wholly consistent with the discipline itself.

2. The Program would require prospective teachers to have a working knowledge of materials and tools that would assist pupils in acquiring and developing concepts in subject-matter areas and a wide variety of teaching-learning materials appropriate to the analysis of specific situations.

b. Affective Behaviors and Social Behaviors:

Prospective teachers should acquire a knowledge of human motivation and behavior (through a study of classroom behaviors "in situ" by means of videotapes) in situations which will provide for reflection and the building of concepts which will produce desired teaching and learning behaviors. A correlative study of the social and cultural forces which affect the individual should permit the prospective teacher to meet the practical problems which arise in the daily lives of their pupils in a technological, industrial, urban milieu.

E. Desired Outcomes In Terms of Teacher Behavior

1. Understanding and working with Children and Youth

Graduates of the Brooklyn College Performance-Based Undergraduate Teacher Education Program should be able to:

a. Demonstrate in their teaching a knowledge of how children and youth learn and develop.

b. Diagnose the variety of learning styles exhibited by children and youth.

c. Diagnose learning strengths as well as weaknesses and utilize the results in teaching.

d. Relate the out-of-school environments of children and youth to in-school learning situations.

2. Teaching Roles

In their teaching, graduates of the Performance-Based Brooklyn College Undergraduate Teacher Education Program should be able to:

a. Plan for individually prescribed instruction in order to develop learning environments conducive to continuous learning for children and youth.

b. Plan and develop curriculum related to both the development of children and youth and social change by utilizing the experiences of children and youth and the social context of these experiences.

c. Teach language and communication effectively to children throughout the Borough of Brooklyn. In this category would be included: speaking, listening, reading, writing, and the languages of mathematics, science, social studies, music and the other arts.

d. Establish school and classroom environments that enhance the identity development of children and youth.

e. Demonstrate a knowledge of depth in fields appropriate to the Education Sequence elected and utilize this knowledge in the analysis of teaching-learning situations.

f. Work as part of a diverse teaching team. Such teams will increasingly include general teachers, various specialists (e.g. reading, music, foreign languages), paraprofessionals and people outside of the field of education (e.g. medical personnel, lawyers).

g. Use instructional technology as teaching and learning media.

h. Organize and work with children and youth in effective small groups.

Desired Outcomes in Terms of Teacher Behavior - (continued)

3. General Outcomes

Graduates of the Brooklyn College Performance-Based Undergraduate Teacher Education Program should be able to:

a. Gather, examine, evaluate, and utilize evidence so that generalizations on the basis of insufficient data and evidence would be avoided.

b. Demonstrate in their teaching, knowledge about and appreciation of the multi-cultural dimensions of our City and the world.

c. Demonstrate in their teaching a dynamism that reflects a wide curiosity and knowledge about the world in which we live and a flexibility in meeting the problems of its rapidly changing character.

S E C T I O N II

FOUR COURSE-LEVEL SEQUENCES

- - - - - - - - - - - - -

PERFORMANCE-BASED PROFESSIONAL UNDERGRADUATE COURSE SEQUENCE

for the

EDUCATION OF TEACHERS FOR EARLY CHILDHOOD EDUCATION

(Nursery through Grade 2)

- - - - - - - - - - - - -

The prerequisites other than those in Education for the courses in this Sequence were mandated by Faculty Council of Brooklyn College at its meeting of October 19, 1971.

Professional Undergraduate Course Sequence for the Preparation of Teachers in Early Childhood Education (Nursery through Grade 2)

Introduction

Research in the past decade reaffirms the fact that the years between three and eight are crucial for the growth, development, and education of children. The training of teachers for the education of children of the early childhood years requires the development of specialized concepts, attitudes, and skills.

The demand for trained personnel in early childhood education has far exceeded the availability. Nationally projected research and program development activities will intensify this demand. Accordingly, the Committee on Curriculum and Admission to Courses (CLAS) proposed a program which provides a foundation for teaching and advanced study for prospective teachers of young children.

Goals of the Proposed Program

Among the many considerations in developing a program for teacher education at Brooklyn College, the following are noted:

1. That direct, guided experience in the School-Community Teaching-Learning Centers be a part of each component of the program so that experience may complement theoretical content and, in turn, be affected by it.

2. That the growth, development, and education of young children be studied and experienced in the context of cultural, family, and educational settings.

3. That the program make special provision for prospective teachers of young children to have experiences with people in our multi-cultural society.

4. That throughout the program prospective Early Childhood teachers work toward self-awareness and awareness of group processes.

5. That prospective teachers develop competence in working with and relating to differentiated personnel who are also engaged in early childhood education (e.g. para-professionals, parent volunteers, teaching aides and assistants, co-teachers).

6. That prospective teachers be prepared to function in a program which includes social, cognitive, and affective dimensions of behavior and development in a totally integrated curriculum encompassing all subject areas of early childhood education.

7. That prospective teachers understand developmental and learning stages of young children and their relation to previous and later stages.

8. That prospective teachers acquire knowledge about and proficiency with both hardware and software of instructional technology, with special emphasis on applications to Nursery through Grade 2.

9. That prospective teachers be encouraged and supported in their efforts to extend their personal and pre-professional experiences in cultural and cross-cultural spheres. These experiences may include visits within the city as well as travel in the United States and abroad.

10. That prospective teachers experience team-teaching at the College level as one channel for preparing them for this increasingly characteristic method in Early Childhood Education.

SUMMARY: EARLY CHILDHOOD SEQUENCE (Nursery through Grade 2)

Course Number	Title	Semester	Credits	Laboratory Experiences (in School-Community Teaching-Learning Centers and/or Campus Media Learning Centers)	Staff
48.1	Young Children in the Urban Environment: School and Community.	Lower Sophomore	6 credits (3 class and 6 lab. hours)	Group selected project; assessing teaching behavior and classroom interaction; observation and participation in schools and community; Instructional Technology; self-examination.	Teams to be selected from Educational Specialists in Sociology-Anthropology, Philosophy, Curriculum, Methods, Psychology, Instructional Technology, cooperating personnel from schools, consultants from other departments and the community.
48.2	Child Development and the Teaching-Learning Process	Upper Sophomore	6 credits (3 class and 6 lab. hours)	Study of two children; classroom observation and participation; tutoring; visits to community Early Childhood facilities.	Psychology, Curriculum and Teaching, Methods.
48.3	Reading and Other Language Arts in Early Childhood Education.	Upper Sophomore	4 credits (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.4	Creative Arts in Early Childhood Education	Lower Junior	6 credits (3 class and 6 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.5	Social Studies in Early Childhood Education.	Lower Junior	4 credits: (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.6	Mathematics in Early Childhood	Upper Junior	4 credits: (2 class and	Classroom observation and participation; preparation of curricu-	Education Department: Methods/Psychology,

	Early Childhood Education	Junior	6 credits (3 class and 6 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.5	Social Studies in Early Childhood Education.	Lower Junior	4 credits: (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.6	Mathematics in Early Childhood	Upper Junior	4 credits: (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Education Department: Methods/Psychology, Mathematics Department.
48.7	Science in Early Childhood Education.	Upper Junior	4 credits: (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology.
48.8	Seminar and Comprehensive Teaching in Early Childhood Education.	Lower Senior	10 credits: (2 class and 16 Lab. hours).	Selected supervised instructional experience; use of media to study and develop teaching styles; assessment of teaching effectiveness.	Teams to be selected from Educational Specialists in Curriculum and Teaching, Methods, Philosophy, Psychology, Sociology-Anthropology, Instructional Technology, cooperating personnel from schools, Liberal Arts Departments, and communities.

Total: 44 Credits

Lower Sophomore Semester
Catalogue Description

I. Catalogue Entry

a. Education 48.1

b. Young Children in the Urban Environment: School and Community

c. 6 credits: 9 hours class and laboratory (3 class and 6 laboratory hours).

d. Analysis of forces affecting education of young children in an urban environment; examination of formal and informal organizational patterns of early childhood education; study of models for assessing teaching behavior and classroom interaction.

Laboratory Experiences: Group-selected project to be carried out in the school-community setting; use of models for assessing teaching behavior and classroom interaction; guided observation and participation in School-Community Teaching-Learning Centers* and Campus Media Learning Center,** with special emphasis on Nursery through Grade 2.

e. Prerequisites: None

f. Exclusion clause: Not open to students who are enrolled in or have completed Education 27.1, 28, 29.5, 30.3, 30.4, 35, 58.1, 59.1, 60.1.

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*School-Community Teaching-Learning Centers will provide appropriate support and facilities for the group-selected project and other field experiences. For a complete report on the School-Community Teaching-Learning Centers, See Appendix A.

**The Campus Media Learning Center will be used to aid students in the group-selected projects and to instruct them in the use of technological and other resources. For a complete report on the Campus Media Learning Center, see Appendix B.

Complete Description

I. Catalogue Entry

a. Education 48.1

b. Young Childr·n in the Urban Environment: School and Community

c. 6 credits: 9 Lours class and laboratory (3 class and 6 laboratory hours).

d. Analysis of forces affecting education of young children in an urban environment; examination of formal and informal organizational patterns of early childhood education; study of models for assessing teaching behavior and classroom interaction.

Laboratory Experiences: Group-selected project* to be carried out in the school-community setting; use of models for assessing teaching behavior and classroom interaction; guided observation and participation in School-Community Teaching-Learning Centers** and the Campus Media Learning Center,*** with special emphasis on Nursery through Grade 2.

e. Prerequisites: None

f. Exclusion clause: Not open to students who are enrolled in or have completed Education 27.1, 28, 29.5, 30.3, 30.4, 35, 58.1, 59.1, 60.1.

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*Sample Ideas for Group-Selected Projects:
1. Photo study of community in which school exists.
2. Window display -- relation of school to community council.
3. Audio-taped interviews --"The Mission of Our School."
4. 8mm. film loops -- neighborhood stores as educational resources.
5. Social and educational resources in the community -- bilingual bulletin.
6. Cardboard carpentry to furnish a local tutoring center.
7. Role-playing of community situations (e.g. election of school board).
8. Posters for the school, parents association and community groups announcing events or programs such as a science fair, ecology mobilization, etc.
9. Production of illustrated books of children's autobiographies.

**The School-Community Teaching-Learning Centers will provide appropriate support and facilities for the group-selected project and other field experiences. For a complete report on the School-Community Teaching-Learning Centers, See Appendix A.

***The Campus Media Learning Center will be used to aid students in the group-selected projects and to instruct them in the use of technological and other resources. For a complete report on the Campus Media Learning Center, see Appendix B.

Early Childhood
Course Outline for Education 48.1 - Young Children in the Urban Environment: School and Community

I. General Objectives

A. To cultivate identification with and advocacy for the client populations of young children, their parents, their community, and the agencies required to promote wholesome child development.

B. To promote an awareness of the kinds and uses of environmental aspects and phenomena (people, places, things, institutions, issues, language, traditions, etc.) for the curriculum of young children and the total program of their school.

C. To define critical variables in several types of educational programs designed for young children: management of time, space, materials, personnel; relationship of management to philosophy, objectives and content of curriculum.

D. To develop mastery of the utilization of educational multi-media as effective tools for the critical examination of the behavior of children and adults in educational and social situations.

E. To develop Self-Awareness.

II. SPECIFIC OBJECTIVES	III. EXPERIENCES
A. Self-awareness, cognitive-affective grasp of motivations, social behavior, cultural, historic and developmental sources influencing behavior.	A. 1. Faculty-student group process. 2. Audio-visual feedback of group process. 3. Personal logs of group process.
B. Communication skills-clarification and refinement of the communicative process, verbal and non-verbal.	B. 1. Faculty-student group process. 2. Audio-visual feedback.
C. Cognitive-affective grasp of the life of the urban resident, involving the cultural, economic, living conditions.	C. Participatory involvement with responsibility, in functioning of school and community agencies.
D. Ability to recognize and analyze teacher behavior (assessment of emotional climate of room on basis of various types of interaction).	D. 1. Classroom observations in various types of schools and child-care centers. 2. Seminars in analysis of classroom observations. 3. Media feedback.
E. Ability to recognize children's behavior as related to teacher behavior.	E. Same as D

Course Outline for Education 48.1 (continued)

SPECIFIC OBJECTIVES	EXPERIENCES
F. Analysis of classroom relationships and educational goals as applied to various classroom organizations.	F. Same as D
G. Development of a socioeconomic profile of local school district.	G. 1. Contact with planning and research section of community corporation and agencies. 2. Participation, with community worker or resident, in on-going research, and funtioning of agencies and institutions. 3. Media feedback from community involvement.
H. Connection of profile characteristics with forces affecting the education of young children (cf., A. and C.)	H. 1. Participation in, contact with parent associations, family service agencies, organizations, supermarkets, recreation activities, schools. 2. Seminars with guidance personnel in schools.
I. Development of and participation in an on-going, community-based activity or project related to the above analysis (G and H).	I. Same as H.

Early Childhood
Education 48.1

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Upper Sophomore Semester

II. Catalogue Entry

a. Education 48.2

b. Child Development and the Teaching-Learning Process

c. 6 credits: 9 hours class and laboratory (3 class and 6 laboratory hours).

d. Biogenetic and environmental factors in human behavior. The study of individual development and learning with major emphasis on the early childhood years. Application of concepts and theories of learning to the teaching-learning process. A study of the function of play in the developmental process; the teacher's role and the assessment of play in the school setting.

Laboratory Experiences: Guided comparative study of two children from different environments, one of whom will be from the School-Community Teaching-Learning Centers.* Through classroom observations and participation the student will examine child development and learning in the educational environment. Selected activities in the teaching-learning process. Use of the Campus Media Learning Center.

e. Prerequisite: Education 48.1
Corequisite: Education 48.3

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*School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A.

Early Childhood
Course Outline for Education 48.2 - **Child Development and the Teaching-Learning Process**

Development

1. Methods of studying human development (observational, experimental, anecdotal, cross-sectional, longitudinal, etc.).
2. Historical concepts of the nature of the child.
3. Methods of teaching and classroom organization in relation to differing concepts of the child.
4. Nature-nurture, controversy.
5. Biological aspects of development.
6. Maternal deprivation, separation, and institutionalization.
7. The socialization of the child; play and inter-personal relationships in early childhood.
8. The school and the socialization process.
9. Cognitive development and its bearing on social and emotional development.
10. Cognitive stimulation in pre-school and early school grades.
11. The family and the development of the infant and young child
    a) sex roles
    b) siblings
    c) presence or absence of parent or parents
    d) cultural heritage.
12. Child rearing practices and personality development.
13. Current major theories of personality development with emphasis on early childhood years and educational implications.

Learning

1. Nature and function of theories of learning.
2. Traditional issues in learning theory.
3. Function of theories of learning in the classroom.
4. Theory of learning vs. "theory of instruction".
5. Learning theory and the problems of urban education
    a) the disadvantaged
    b) technology
    c) teacher selection and training.

Early Childhood

Course Outline for Education 48.2 (continued)

6. Basic principles of S-R theory of learning and their relationship to teaching practices and classroom organization.

7. Basic principles of Piaget's theory of development and their relationship to teaching practices and classroom organization.

8. Analysis of learning principles underlying different instructional designs
   a) discovery method
   b) Montessori method
   c) open classroom
   d) programmed method.

9. Individual styles of problem solving (reflective-impulsive, field dependent, field-independent.

10. Exceptional children and the learning environment
    a) underachievement
    b) retardation and brain injury
    c) emotional problems
    d) creativity and giftedness.

11. Team teaching, educational assistants and paraprofessionals.

12. Assessment of learning and learning potential
    a) concepts of intelligence and ability
    b) formal vs. informal assessments
    c) achievement tests and other classroom assessments.

13. The nature of tests and assessment
    a) validity, reliability, errors of measurement.
    b) distributions, variability, probability.
    c) cultural bias of tests and other criticisms.
    d) alternatives to testing.
    e) communicating assessments and evaluations to parents.

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Upper Sophomore Semester

III. Catalogue Entry

a. Education 48.3

b. Reading and Other Language Arts in Early Childhood Education

c. 4 credits: 6 hours class and laboratory
(2 class and 4 laboratory hours).

d. Analysis of theoretical and methodological approaches and techniques in teaching reading and other language arts in early childhood education. Application of concepts and theories of learning.

Laboratory Experiences: Planning, guiding and evaluating selected projects in the teaching of reading and other language arts at the School-Community Teaching-Learning Centers* The use of the Campus Media Learning Center** for experience with professionally produced and teacher-made materials.

e. Prerequisites: Education 48.1 and at least one course in literature
Corequisite: Education 48.2 and in speech.

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*School-Community Teaching-Learning Center: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A.

**Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teacher-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B.

Early Childhood
Course Outline for Education 48.3

Reading and Other Language Arts in Early Childhood Education

- The Language Aspect of Reading
  - The Nature of Language
  - Acquisition of Language
  - Special Issues in Instruction
    - Dialects
    - Bilingualism

- The Reading Instruction Program

  - Cultivating Appreciation for Literature
    - Group Sharing
    - Independent Reading

  - Word Recognition Skills
    - Sight Words
    - Phonic Analysis
    - Structural Analysis
    - Context Clues

  - Comprehension Skills
    - Literal Reading
    - Interpretive Reading
    - Critical Reading

  - Study Skills
    - Organizing Information
    - Locating Information

  - Introductory Experiences
    - Readiness Considerations
    - Readiness Activities

  - Appraisal of Pupils' Progress
    - Standardized Tests
    - Informal Tests
    - Teachers' Records

  - Individualizing Instruction
    - Language Experience Approaches
    - Individualized Reading Programs
    - Interclass Grouping
    - Intraclass Grouping

  - Materials for Instruction
    - Commercial
      - Evaluation
      - Selection
    - Teacher-constructed
    - Pupil-constructed

The Oral Language Program

- Listening
  - Decoding Skills
    - Perception of Dialects and Styles
    - Increase of Attention Span
    - Distilling Ideas
    - Relating Nonlinguistic Activities to Language
  - Aesthetic Development
    - Stories
    - Poetry
    - Drama
    - Songs
- Speaking
  - Encoding Skills
    - Expression of Ideas
    - Organization of Ideas
    - Clarity of Speech
  - Social Insights
    - Conversation
    - Discussion
  - Aesthetic Development
    - Creating Stories - Creating Drama
    - Creating Poetry - Creating Songs
    - Reading Orally
- Writing
  - Handwriting Skills
  - Functional Skills
    - Communicating Information
    - Conventions of Forms
  - Creative Writing
    - Expressing Ideas
    - Discovering Forms

Early Childhood
Education 48.3

READING AND OTHER LANGUAGE ARTS IN EARLY CHILDHOOD EDUCATION

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Childhood Education
Early Education
Education
Elementary English
Reading Research Quarterly
The Reading Teacher
Yearbooks of National Society for the Study of Education
Young Children

Early Childhood

Lower Junior Semester

IV. Catalogue Entry

a. Education 48.4

b. Creative Arts in Early Childhood Education

c. 6 credits: 9 hours class and laboratory
(3 class and 6 laboratory hours).

d. Role of creative arts (art, music, drama, dance) as communication and in relation to learning, with emphasis on the affective domain. Application of concepts and theories of learning. Analysis of conditions and teaching strategies which encourage creativity.

Laboratory Experiences: Planning, guiding and evaluating selected projects involving the creative arts at the School-Community Teaching-Learning Centers* Use of the Campus Media Learning Center.**

e. Prerequisites: Education 48.1, 48.2, 48.3 and at least one course in art and in music.
Corequisite: Education 48.5

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*School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A.

**Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teacher-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B.

Early Childhood
Course Outline for Education 48.4

Creative Arts in Early Childhood Education

I. Creativity as a mode of learning
   A. Educational value of creative activities in early childhood education
   B. Interaction of affective, social, cognitive and psychomotor domains in learning
   C. The creative process
   D. Conditions which foster creativity in teaching and learning
   E. Research in creativity (including work of Karl W. Deutsch, J.P. Guilford, Marie M. Hughes, Calving Taylor, E. Paul Torrance and others)

II. Teacher's role in sustaining and fostering creative thinking and learning in young children--verbal and non-verbal. Related teaching techniques.

III. Curriculum practices in developing a creative activities program
   A. Developmental stages of children's expression in the arts
      1. Integrating learning through the arts and other curriculum areas with special emphasis on social learnings
      2. Planning, managing, selecting, guiding and evaluating in relation to aesthetic and creative activities
      3. Criteria for selecting materials, resources and activities in the arts
      4. Aesthetic qualities in the arts: expressiveness, dynamics, originality, harmony, contrast, style, rhythm, form, variety, dominance, balance, etc.

IV. Application of concepts and theories of creative learning to the arts
   A. Music: singing, playing instruments, creating music
   B. Dance and rhythmic movement
   C. Art: clay, painting, construction, blocks, woodwork, photography, etc.
   D. Drama: creative dramatics, puppetry

V. Selected laboratory experiences in the Campus Media Center and in the Education Laboratory for Arts and Science. Students will engage in integrated activities in the arts with emphasis on creative processes and aesthetic sensitivity.

VI. Planning, guiding and evaluating selected projects with young children in the creative arts in School-Community Teaching-Learning Centers.

Creativity

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Early Childhood

Bibliography for Education 48.4 (continued)

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2. "Children Who Draw" -- B.C.-A.V. Center

3. "Clay" -- by Myrtle Craddock -- B.C. T.V. Center

4. "Creative Dance" -- by Rose Mukerji -- B.C. T.V. Center

5. "Creative Dramatics" -- Northwestern University A.V. Center

6. "Building Children's Personality Through Creative Dance" U.C.L.A.

7. "Looking For Me" -- University of California, Extension Media Center, Berkeley, Calif.

8. "Feeling Spaces", "I Found It", "Sounds of Myself", "To Make A Dance", "You're It!" "Touching The World" -- Bloomington, Indiana: National Instructional Television. (Selected titles from TV series, RIPPLES.)

9. "Sing Along", "Dance Along", "Drums", "Rhythm", "Drama in Dance", "Sing It Again", "Rhythm in Dance", "Folk Songs", Bloomington, Indiana: National Instructional Television, (Selected titles from TV series, ROUNDABOUT)

Early Childhood

Lower Junior Semester

V. Catalogue Entry

a. Education 48.5

b. Social Studies in Early Childhood Education

c. 4 credits: 6 hours class and laboratory
(2 class and 4 laboratory hours).

d. Analysis of theoretical and methodological approaches in the social studies. Application of concepts and theories of learning.

Laboratory Experiences: Planning, guiding and evaluating selected aspects of teaching social studies in School-Community Teaching-Learning Centers*

e. Prerequisites: Education 48.1, 48.2, 48.3 **and at least one course in social studies including history.**
Corequisite: Education 48.4

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*School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A.

Early Childhood
Course Outline for Education 48.5

Social Studies in Early Childhood Education

Course Outline

The relationship among substantive content, learning processes and values in the Social Studies for the early childhood grades will be the focus of the course.

Opportunities will be provided for students to learn the techniques and to develop competency in the use of a variety of instructional media. Students will develop the tools and procedures necessary for inquiry in the social and behavioral sciences.

The importance of the early childhood years in the development of responsible social adults will receive special emphasis in the consideration of patterns of socialization and individualization.

The teacher in the early childhood grades has a unique opportunity to encourage the development of values and attitudes in young children. She has a responsibility therefore, to examine and become more knowledgeable about her own values and attitudes. The development of a repertoire of strategies for teaching the young child in the urban setting will receive attention.

I. The young child
   1. affective development
   2. cognitive development
   3. motor development

II. Socialization
   1. various patterns of child rearing
   2. institutions and socialization

III. The group and the individual
   1. various philosophical implications
      methods of group participation
      (a) sense of community
   3. the growth of individual strength
      (a) rights of individual
      (b) pride of workmanship

IV. What is meant by the term "social studies"?
   Does it differ from social sciences?
   What are the fields of inquiry?
   What are objectives of a course in social studies?

V. The use of language arts in social studies
   1. stories, plays, etc
   2. materials for use in class, e.g. puppets, play store

Early Childhood
Course Outline for Education 48.5 (continued)

VI. The structure of the various fields of inquiry:

economics	anthropology
history	political science
sociology	geography

VII. Analysis of methods and modes of inquiry.
1. inquiry and scientific method
2. attitudes and inquiry
3. expository and hypothetical modes
4. decision making

VIII. Behavioral Objectives
a) Use of instructional media and resources to observe and improve student's performance.
b) Analysis of cognitive and effective domains in the development of behavioral objectives in classroom.

IX. Values and Attitudes
1. scholarly values and attitudes
a) objectivity
b) evaluating sources
2. public values
a) human dignity
b) empathy
c) cooperation

X. New Projects and Current Concerns
1. Cross-cultural study
2. Logical thinking in children

Early Childhood
Education 48.5

Social Studies in Early Childhood Education

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Upper Junior Semester

VI. Catalogue Entry

a. Education 48.6

b. Mathematics in Early Childhood Education

c. 4 credits: 6 hours class and laboratory
(2 class; 2 mathematics laboratory;
2 teaching laboratory)

d. Activities and experiences in mathematics designed to give the prospective early childhood and elementary teacher insight and understanding of the concepts and principles of elementary mathematics and an appreciation of the nature of mathematics by exploration of topics chosen from the following areas: sets, number systems, geometry, and number theory. (Students will be assigned to sections according to mathematics ability and previous background in mathematics.)
This course is offered jointly with Education 58.3.
Mathematics Laboratory

Development of arithmetic and geometric concepts in the early childhood and elementary grades as an outgrowth of the student's own involvement with the subject matter in a mathematics laboratory and Campus-Media Learning Center*

Teaching Laboratory Experiences:

Application of concepts and theories of learning to teaching mathematics under supervision with individual or small groups of children in the School-Community Teaching-Learning Center.**

e. Prerequisites: Education 48.1,48.2,48.3,48.4,48.5 and at least one course in mathematics (exclusive of Mathematics 2.1 and 2.2).
Corequisite: Education 48.7

f. **Exclusion clause: This course is not open to students who are enrolled in or have completed Education 12.1 or 12.2 or Mathematics 2.1 or 2.2.**

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*Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teacher-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B.

**School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A.

Early Childhood
Course Outline for Education 48.6:

Mathematics in Early Childhood Education

I. The mathematical concepts are to be developed initially, wherever possible, in a mathematics laboratory with the student involved in the use of concrete materials:

A. Sets and relations:
Subsets, complement of a set, cartesian product of sets, union and intersection of sets; reflexive, symmetric, transitive properties; one-to-one correspondences, equivalence relations; cardinal number, order.

B. Systems of numeration:
Origin of numerals, Egyptian, Roman, Hindu-Arabic and other systems of numeration; decimal notation; bases other than ten, changing bases of numerals; exponents; computation in various bases.

C. Number systems:
Whole numbers, integers, rational numbers, real numbers, complex numbers; binary operations; prime factorization; algorithms, division, greatest common factor, least common multiple; the number line; number theory; proofs in arithmetic and algebra.

D. Geometry:
Incidence of points, lines and planes; order on the line; separation; angles, triangles and other figures; parallelism, perpendicularity; graphical methods; congruence, similarity; measurement; constructions; proof in geometry.

II. Application of concepts and theories of learning to the teaching of selected mathematical concepts in the elementary grades.

Bibliography for Education 48.6:

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Upper Junior Semester

VII. Catalogue Entry

a. Education 48.7

b. Science in Early Childhood Education

c. 4 credits: 6 hours class and laboratory
(2 class and 4 laboratory hours).

d. Analysis of theoretical and methodological approaches and techniques in teaching science in early childhood education. Application of concepts and theories of learning to teach science.

Laboratory Experiences: Planning, guiding and evaluating selected aspects of teaching science in the School-Community Teaching-Learning Center* Use of the Campus Media Learning Center.**

e. Prerequisites: Education 48.1,48.2,48.3,48.4,48.5 and at least one course in a laboratory science
Corequisite: Education 48.6 .

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*School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behavior: in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A.

**Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teacher-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B.

SCIENCE IN EARLY CHILDHOOD EDUCATION (Nursery through 2)

I. Objectives

The objectives of this course are: a) to assist early childhood teachers to acquire an understanding of the learning process and its application to instruction in science and b) to help children to:

1. Develop an understanding of their natural environment enabling them to observe, predict, describe, and discover the natural occurences persisting in their environment.
2. Develop the skills of problem solving enabling them to utilize them in a variety of situations.
3. Develop the habit of scientific thinking.
4. Develop an appreciation for the contributions of scientists.

II. Science Experiences

A. Selecting
   1. Levels of content
      a. Basic concepts
      b. Main ideas
      c. Specifics
   2. Criteria for selecting
      a. Validity
      b. Balance of scope and depth
      c. Appropriateness to children's needs and interests
      d. Psychological/logical relationships
      e. Integration of knowledge from a variety of disciplines

B. Organizing
   1. Process-product approach
   2. Conceptual approach
   3. Generalizations approach
   4. Textbook approach

C. Planning
   1. Daily
   2. Short term
   3. Long term

III. Programs

A. Textbook
B. State and local curriculums
C. Innovations
   1. Science - A process approach of the American Association for the Advancement of Science (AAAS)
   2. Conceptually oriented Program in Elementary Science (COPES)
   3. Elementary Science Study (ESS)
   4. Science Curriculum Improvement Study (SCIS)

IV. An Example of a Newer Science Program (SCIS)

SCIS PROGRAM

Physical Science Sequence	Life Science Sequence
1. Material Objects	1. Organisms
2. Interaction and Systems	2. Life Cycles
3. Subsystems and Variables	3. Populations
4. Relative Position and Motion	4. Environments
5. Energy Sources	5. Communities
6. Models: Electric & Magnetic Interactions	6. Ecosystems

V. Methodological Consideration of the Teacher

A. Theories of Learning
B. Areas of Science Investigations
C. Activities for Children

VI. Evaluation of Instruction

1. Informal methods
2. Standardized methods

VII. Laboratory Experiences:

Planning, guiding and evaluating selected aspects of teaching science in the School-Community Teaching-Learning Centers. Use of the Campus Media Learning Center.

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PSYCHOLOGY OF LEARNING AND SCIENCE EDUCATION

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EXPERIMENTS, DEMONSTRATION, AND CONSTRUCTION REFERENCES FOR TEACHERS AND CHILDREN

UNESCO — UNESCO Source Book for Science Teaching New York: UNESCO Publications Center, 801 Third Ave., 1962.

SPECIAL SCIENCE CURRICULUM

PROJECT	ADDRESS AND TELEPHONE
AAAS Commission on Science Education (AAAS)	AAAS 1515 Massachusetts Ave., N.W. Washington, D.C. 20005 (202) DU 7-7171
Conceptually Oriented Program in Elementary Science (COPES)	New York University 4 Washington Place New York, N. Y. 10003 (212) SP 7-2000
Elementary Science Study	Educational Services, Incorporated 55 Chapel Street Newton, Massachesetts 02160 (617) 969-7100, ext. 504
Minnesota Mathematics and Science Teaching Project (MINNEMAST)	MINNEMAST 720 Washington Ave., S.E. Minneapolis, Minnesota 55414 (617) 373-3522
Science Curriculum Improvement Study (SCIS)	Lawrence Hall of Science University of California Berkeley, California 94720 (415) 845-6000, ext. 4541

Lower Senior Semester

VIII. Catalogue Entry

a. Education 48.8

b. Seminar and Comprehensive Teaching in Early Childhood Education

c. 10 credits: 18 class and laboratory hours
(2 class and 16 laboratory hours).

d. Seminar and supervised teaching in Early Childhood Education, Nursery through grade 2. Designed for further development of individual teaching styles and competence in the complex, integrated function of teaching. Reassessment of professional goals and behaviors (cognitive, affective, social) in terms of value systems and philosophical positions.

e. Prerequisites: Education 48.1,48.2,48.3,48.4,48.5,48.6,48.7.

Early Childhood
Course Outline for Education 48.8

SEMINAR AND COMPREHENSIVE TEACHING IN EARLY CHILDHOOD EDUCATION

I. Issues basic to curriculum development and teaching

A. Current philosophical issues having a direct influence on educational practice and research in early childhood education.

B. New developments: parent-child development centers; changing concepts in day care and multi-service programs, national models and related research, and others.

II. Problems and procedures in comprehensive teaching

A. Planning, management, evaluation

B. Differentiated staffing; school, district and community resources.

C. Individualization of instruction

D. Diagnosis and intervention in teaching

E. Diagnosis and evaluation of teacher's competence and effectiveness

III. Other professional considerations

A. Certification and licensing

B. Professional organizations

C. Professional development of beginning teachers

Seminar and Comprehensive Teaching in Early Childhood Education
Education 48.8

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PERFORMANCE-BASED PROFESSIONAL UNDERGRADUATE COURSE SEQUENCE

for the

EDUCATION OF TEACHERS FOR THE ELEMENTARY SCHOOLS

(Grades 1 through 6)

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The prerequisites other than those in Education for the courses in this Sequence were mandated by Faculty Council of Brooklyn College at its meeting of October 19, 1971.

THE CURRICULUM FOR THE EDUCATION OF TEACHERS FOR THE ELEMENTARY SCHOOLS (Grades 1 through 6)

Introduction:

The program described herein is intended to prepare elementary school teachers for the profession of teaching in New York City public elementary schools with emphasis on the schools of the inner city. The underlying purposes are (1) to develop thoughtful teachers with flexibility enabling them to cope with the realities of accelerating change and diversity; and (2) to achieve a degree of personal fulfillment while analyzing and applying the teaching-learning behaviors that characterize the successful teacher. The curriculum consists of a planned and coordinated sequence of courses, each with related teaching experiences in School-Community Teaching-Learning Centers. The curriculum is viewed as a 44 credit concentration within a B.A. degree program. While the course sequence is listed with specificity as to time of entry, provision could easily be made for flexibility as to time of entry and pattern of course sequence.

In each semester beginning at the sophomore level, the student would be involved in a cluster of interrelated experiences including (1) a content-methods block; (2) supervised instruction in the utilization of materials and resources in a Campus Media Learning Center; (3) testing of instructional designs in teaching-learning behaviors with children in School-Community Teaching-Learning Centers. The senior year may include an all-day apprenticeship (fall or spring semester) as an intern teacher on a contract basis. A related seminar would be required. Upon successful completion of the Program, it is hoped that the student would serve as a teacher (5 year probationary period) in the School-Community Teaching-Learning Center where he had the most concentrated experiences while in the Undergraduate Teacher Education Program at Brooklyn College.

Instruction in these courses and laboratories will be given by teams of college personnel with appropriate specializations drawn from the Department of Education and by consultants or instructors from other departments in the College for the purposes of synthesizing content and theory with the realities of teaching. Provision would be made for consultants from schools and from the communities.

These teams would emphasize the interrelation of concepts of teacher preplanning in a given subject area to the actual teaching acts through a clinical focus for the study of teaching to effect learning. The "content-methods" specialist would coordinate his teaching of content and methodology with the experiences taking place in the School-Community Teaching-Learning Center. The student would experience four continuing semesters of the above plan in six required subject areas: the English language arts and reading; mathematics; social studies; science and the arts.

Elementary Schools

Introduction (concluded)

During the entire sequence, the student would be engaged in supervised instructional experiences in a School-Community Teaching-Learning Center. Through planning, teaching, and assessing, he would be able to conduct on his own, and with assistance from his mentors, a critical analysis and assessment of his teaching behaviors. In the senior year, the student would move into apprentice teaching or student teaching. This experience, with the Seminar, would be designed to assist the student to develop, in greater depth, means for self-examination of his teaching style.

The Chart (on the following page) outlines in a schematic way the overall design of the Program.

SUMMARY CHART: ELEMENTARY SCHOOL SEQUENCE (Grades 1 through 6)

Course Number	Title	Semester	Credits	Laboratory Experiences in Campus Media Learning Center and/or School-Community Teaching-Learning Centers	Staff
Educ. 58.1	Children and Youth in Schools in An Urban Environment.	Lower Sopho-more	8 credits: (4 class + 8 lab. hours).	Supervised observation and participation. Development and application of teaching-learning skills with individuals and small groups. Use of instructional technology.	Teams to be chosen from specialists in Psychology, Philosophy, Sociology-Anthropology, Methods and Instructional Technology; Consultants from other Departments of College. Cooperating Personnel from Schools and from Communities.
Educ. 58.2	The Learning Process and Its Application to Instruction in the English Language Arts in the Elemen-tary School.	Upper Sopho-more	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in English Language Arts. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology and Methods.
Educ. 58.3	The Learning Process and Its Application to the Teaching of Mathematics in Ele-mentary Education.	Upper Sopho-more	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Mathematics. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Mathematics and Methods.
Educ. 58.4	The Learning Process and Its Application to Instruction in Reading in the Ele-mentary School.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Reading. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Reading and Methods.
Educ. 58.5	The Learning Process and Its Application to Instruction in the Social Studies in the Elementary School.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Social Studies. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Social Studies and Methods.
Educ.	The Learning Process	Upper	4 credits:	Supervised observation and partici-	Teams to be chosen from

	mentary Education.			instructional technology.	
Educ. 58.4	The Learning Process and Its Application to Instruction in Reading in the Elementary School.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Reading. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Reading and Methods.
Educ. 58.5	The Learning Process and Its Application to Instruction in the Social Studies in the Elementary School.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Social Studies. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Social Studies and Methods.
Educ. 58.6	The Learning Process and Its Application to Instruction in Science in the Elementary School.	Upper Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Science. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Science and Methods.
Educ. 58.7	The Learning Process and Its Application to Instruction in the Arts in the Elementary School.	Upper Junior	6 credits: (3 class + 6 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in the Arts. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology and Methods and the Arts.
Educ. 58.8	Seminar and Supervised Instructional Experiences in the Elementary School.	Lower Senior	10 credits: (2 class + 16 lab. hours).	Observation and student teaching or apprentice teaching. Construction of teacher-made materials and evaluation of commercial materials to facilitate instruction.	Teams to be chosen from Education specialists in Psychology, Sociology-Anthropology, Philosophy, Methods and Instructional Technology. Cooperating Personnel from schools and from Communities.

Total: 44 credits

Lower Sophomore Semester
Catalogue Description

I. Catalogue Entry

a. Education 58.1

b. Children and Youth in Schools in an Urban Environment

c. 8 credits: 12 hours class and laboratory (4 class and 8 laboratory hours).

d. A study of the reciprocal action between children, adolescents and an urban environment. The course will include a study of human growth and development with emphasis on the elementary school child; the development of self-awareness and awareness of group processes; the psychological and sociological components which influence learning; the development of strategies for exploring cognitive and affective aspects of learning. Selected laboratory experiences in schools and other community agencies. These experiences will include the development and application of learning skills with individuals and small groups.

e. Prerequisites: None

f. Exclusion clause: Not open to students who are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35, 48.1, 59.1 60.1.

Complete Description

I. Catalogue Entry

a. Education 58.1

b. Children and Youth in Schools in an Urban Environment

c. 8 credits: 12 hours class and laboratory (4 class and 8 laboratory hours).

d. A study of the reciprocal action between children, adolescents and an urban environment based on an experience-centered program designed to (1) develop an understanding of the urban child from birth to maturity with emphasis on the child of the elementary school years; (2) evolve self-awareness and awareness of group processes; (3) analyze the philosophical and sociological components of society which influence learning and organizational patterns in urban schools today; and (4) explore the cognitive and affective aspects of learning with individuals and with small groups. Strategies developed for meeting diverse levels of readiness to learn. Concurrent experiences: (1) selected experiences in schools, community organizations, clinics, early childhood and youth centers; (2) supervised participation in learning activities with children from diverse environments; (3) concentration upon the learning of skills in one specific curriculum area and the application of these skills in a school or community situation.

Laboratory experiences scheduled in blocks of at least a half-day.

e. Prerequisite: None

f. Exclusion clause: Not open to students who are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35, 48.1, 59.1, 60.1

Laboratory experiences to include specifically:

1. At least one supervised observation at each of the following school levels: early childhood, elementary; middle; and secondary. Supervised observation in schools providing special education programs; in community agencies; in early childhood and youth centers; and in clinics. Emphasis on the analysis of the psychological and sociological components of urban society which influence learning.

2. Supervised participation on the elementary school level for the purpose of engaging in a learning activity with one child or with a small group of children. Students will be expected to develop an awareness of the levels of thought characteristic of children of diverse ages, degrees of maturity and ability within the elementary school range and to learn to develop teaching strategies appropriate to these diverse levels of readiness to learn. Interviews with parents, school personnel and community leaders.

3. Skills Practicum: Module of 30 hours concentrated in a short block of time. Concentration upon the learning of skills in a minimum of one specific and limited curriculum area and the application of those skills in a school or community situation with children of elementary school age.

Elementary Schools

Laboratory experiences to include specifically: (continued)

Practica selected from the following: (Student must select at least one).

Audio-Visual Techniques	Music for Small Groups
Games in the Language Arts	Puppetry
Games in Mathematics	Picture Study in Social Studies
Graphic Displays in Schools	Reader's Theater

4. Sessions in School-Community Teaching-Learning Center* and/or Campus Media Learning Center** devoted to a wide variety of experiences including micro-teaching, simulation techniques, video-tapes, instructional technology, Individually Prescribed Instruction (I.P.I.), and Computer Assisted Instruction (C.A.I.).

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* School Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

** Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

Children and Youth in schools in an Urban Environment

I. Goals

A. To arrive at tentative implications for teaching which grow out of broader understanding of:
   1. Society's goals
   2. The school's goals
   3. The children's goals

B. To begin inquiry into the process of learning.

C. To develop a greater sensitivity in inter-personal relations in individual and group situations.

D. To explore alternative models for the organization of the elementary classroom.

E. To begin to evaluate one's understanding of self, the urban child, and the role of the teacher.

II. Representative Experiences Related To The Above Goals.

A. Gather and analyze data
   1. Administer surveys
   2. Develop case studies
   3. Participate in field work
   4. Analyze professional literature
   5. Analyze contemporary cultural forms

B. Inquiry into learning
   1. Study of professional literature
   2. Observe children in learning situations
   3. Participate in the instructional process with individuals and small groups
   4. Analysis of individual learning styles.

C. Sensitivity in inter-personal relations
   1. Meet with school and community personnel
   2. Attend selected community and professional functions
   3. Participate in seminars focusing upon personal experiences relevant to Educ. 58.1.

D. Exploration of alternative models
   1. Visit schools
   2. View films
   3. Study selected proposals for classroom modification
   4. Meet with proponents of various school forms

E. Evaluation of self
   1. Meet with college staff for individual conferences
   2. Meet in seminar to identify individual concerns relevant to Educ.58.1.
   3. Meet all of the above requirements.

Elementary Schools

Education 58.1- Children and Youth in Schools in an Urban Environment

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Upper Sophomore Semester

II. Catalogue Entry

a. Education 58.2

b. The Learning Process and Its Application to Instruction in the English Language Arts in the Elementary School

c. 4 credits: 6 hours class and laboratory (2 class and 4 laboratory hours).

d. Analyses of learning: cognitive and affective development as applied to the teaching of the English language arts; an examination of the interaction between contemporary language usuage and today's society; significance of dialect differences and bilingualism in oral and written communication and in reading instruction.

Laboratory Experiences: hypotheses related to learning problems in the English language arts tested, under supervision, with individual or small groups of children in the School-Community Teaching-Learning Center. Supervised use of related technological aids in Campus Media Learning Center* and in the School-Community Teaching-Learning Center.**

e. Prerequisites: 58.1 and at least one course in literature and in speech.
Corequisite: 58.3

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* School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

** Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

The Learning Process And Its Application To Instruction In The English Language Arts In The Elementary School

I. Principles and Basic Concepts

A. Listening, speaking, reading, and writing comprise the various facets of the language arts and are interrelated.

B. Maturation and learning, deliberate and incidental, affect the development of language arts abilities. Thus, the various areas of language arts require direct teaching.

C. The development of language arts abilities occurs at different rates and times in different children. Thus, children learn most effectively when they are ready and helped to get ready to learn.

D. The facts of individual differences dictate the need for a differentiated instructional program. Grouping for and individualization of instruction must be present.

E. The program in language arts must be balanced between the development of skills and aesthetic abilities.

II. Scope and Sequence of Curriculum Content

A. Since the development of language arts abilities is sequential, the sequence in listening, speaking, and writing development must be understood and observed. For example, understanding of the sequences necessary to the development of practical writing is necessary for the full development of this skill.

B. Since the language arts are learned developmentally, instruction in each aspect must be given at every level. For example, the development of oral language facility has its roots in pre-school learning and continues throughout the school years. Thus, language arts learning are spiral, a school-long and life-long process.

C. The relationship of language arts to other curricular areas, such as social studies, science, and mathematics must be recognized.

III. Methodology

A. The exploratory and discovery approach should be used whenever feasible.

B. The inductive approach should be utilized in building generalizations related to spelling rules, grammar, and standard forms in writing.

C. The creative approach should be encouraged at the same time recognizing that there is room for a variety of approaches in dealing with language abilities at their different levels of usage.

IV. Outline of Content

A. Observing

1. Developing and extending experience background
2. Developing concepts and building vocabulary
3. Extending understandings
4. Extending visual discrimination skills
   a. Picture interpretation
   b. Language experience records
   c. Book experiences
   d. Experiences with word forms
5. Extending powers of observation
   a. Slides
   b. Filmstrips
   c. Films
   d. Television

B. Listening

1. Appraising listening ability
2. Developing listening ability
3. Extending auditory discrimination skills
4. Extending listening comprehension and interpretation
   a. Nursery rhymes
   b. Stories and poems
   c. Radio
   d. Records
   e. Films
   f. Television

C. Speaking

1. Assessing oral language facility
2. Developing speaking abilities
   a. Extending speaking vocabulary
   b. Improving language pattern
3. Developing facility with various types of oral communication
   a. Reporting
   b. Participating in discussions and conversations
   c. Interviewing
   d. Telling stories
   e. Dramatizing
   f. Creative dramatizing
   g. Broadcasting
   h. Choral speaking
   i. Using puppetry

D. Writing

1. Handwriting
   a. Objectives
   b. Developmental stages
      (1) Readiness
      (2) Manuscript
      (3) Transition
      (4) Cursive
   c. Teaching procedures
   d. Identification of specific needs
   e. Treatment of specific disabilities
   f. Commercial and teacher-made materials useful to instruction

2. Spelling

   a. Readiness for formal teaching
   b. Sources of spelling vocabulary
   c. Identification of spelling levels and specific needs
   d. Methods of teaching
      (1) Types of weekly plans
      (2) Grouping and individual approaches
   e. Word study techniques

3. Other mechanics of written expression

   a. Capitalization
   b. Punctuation
   c. Abbreviations and Contractions
   d. Sentence structure
   e. Paragraph development
   f. Vocabulary development
   g. Functional grammar and examination of emerging proposals

4. Practical writing

   a. Friendly letters
   b. Business letters
   c. Forms of social communication
      (1) Invitation
      (2) Thank-you notes
      (3) Letters of acceptance and regret
   d. Notices
   e. Reports
   f. Compositions
   g. Editorials

5. Creative writing

   a. Characteristics
   b. Forms of creative expression
      (1) Narration
      (2) Poetry
      (3) Drama

6. Skills of organization
   a. Note-taking
   b. Outlining
   c. Paraphrasing
   d. Summarizing

7. Skills of checking
   a. Editing
   b. Proofreading

V. Evaluation

A. Teacher-prepared instruments of appaisal must be created to measure abilities, attitudes, and appreciations not dealt with in tests available through publishers of tests and books.

B. Informal techniques of evaluation must be utilized to supplement data obtained through commercially prepared materials.

VI. Resources and Materials

A. A carefully selected textbook such as:
Anderson's Language Skills in Elementary Education

B. Readings from supplementary texts and periodicals such as the National Council of Teachers of English Elementary Education

C. New York City and State Bulletins

D. Bulletins published by local systems elsewhere

E. Films

F. Interactive Video-tapes -- Brooklyn College

G. Children's libraries

H. Selected television programs

The Learning Process and Its Application to Instruction in the English Language Arts in the Elementary School

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Upper Sophomore Semester

IV. Catalogue Entry

a. Education 58.3

b. Mathematics in Elementary Education

c. 4 credits: 6 hours class and laboratory
(2 class; 2 mathematics laboratory; 2 teaching laboratory)

d. Activities and experiences in mathematics designed to give the prospective elementary teacher insight and understanding of the concepts and principles of elementary mathematics and an appreciation of the nature of mathematics by exploration of topics chosen from the following areas: sets, number systems, geometry, and number theory. (Students will be assigned to sections according to mathematics ability and previous background in mathematics.)
This course is offered jointly with Education 48.6.
Mathematics Laboratory

Development of arithmetic and geometric concepts in the elementary grades as an outgrowth of the student's own involvement with the subject matter in a mathematics laboratory and Campus-Media Learning Center*.

Teaching Laboratory Experiences:

Application of concepts and theories of learning to teaching mathematics under supervision with individual or small groups of children in the School-Community Teaching-Learning Center.**

e. Prerequisites: Education 58.1 and at least one course in mathematics (exclusive of Mathematics 2.1 and 2.2)
Corequisite: Education 58.2

f. Exclusion clause: Not open to students who are enrolled in or have completed Education 12.1 and 12.2 or Math 2.1 and 2.2.

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**School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

Elementary Schools

Course Outline for Education 58.3

Mathematics in Elementary Education

I. The mathematical concepts are to be developed initially, wherever possible, in a mathematics laboratory with the student involved in the use of concrete materials:

A. Sets and Relations:
Subsets, complement of a set, cartesian product of sets, union and intersection of sets; reflexive, symmetric, transitive properties; one-to-one correspondences, equivalence relations; cardinal number, order.

B. Systems of numeration:
Origin of numerals, Egyptian, Roman, Hindu-Arabic and other systems of numeration; decimal notation; bases other than ten, changing bases of numerals; exponents; computation in various bases.

C. Number systems:
Whole numbers, integers, rational numbers, real numbers, complex numbers; binary operations; prime factorization; algorithms; division, greatest common factor, least common multiple; the number line; number theory; proofs in arithmetic and algebra.

D. Geometry:
Incidence of points, lines and planes; order on the line; separation; angles, triangles and other figures; parallelism, perpendicularity; graphical methods; congruence, similarity; measurement; constructions; proof in geometry.

II. Application of concepts and theories of learning to the teaching of selected mathematical concepts in the elementary grades.

Bibliography for Education 58.3

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Lower Junior Semester

III. Catalogue Entry

a. Education 58.4

b. The Learning Process and Its Application to Instruction in Reading in the Elementary School

c. 4 credit: 6 class and laboratory hours (2 class and 4 laboratory hours).

d. Analyses of learning: cognitive and affective development as applied to the teaching of reading; individualized instruction to meet specific pupil needs. Evaluation of research, teacher-made and commercial instructional materials and resources pertinent to the needs of the beginning teacher of reading.

Laboratory Experiences: hypotheses related to learning problems in reading tested, under supervision, with individual or small groups of children in the School-Community Teaching-Learning Center. Supervised use of related technological aids in Campus Media Learning Center* and/or School-Community Teaching-Learning Center.**

e. Prerequisites: 58.1, 58.2, 58.3.
Corequisite: 58.5

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* Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

** School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

Elementary Schools
Course Outline for Education 58.4

The Learning Process and Its Application to Instruction in Reading In The Elementary School

I. Reading and its Relationship to the other Language Arts
   a. The nature of language
   b. Acquisition of language
   c. Special issues in instruction: dialects and bilingualism

II. Appraisal of Reading Status Prior to Instruction
   a. Standardized tests
   b. Informal tests
   c. Records

III. Principles and Practices in Individual and Group Instruction
   a. Reading experience approaches
   b. Individualized reading programs
   c. Interclass grouping
   d. Intraclass grouping

IV. Factors for Judging Reading Readiness
   a. Appraising reading readiness
   b. Activities for developing readiness

V. Sequential Skills in Reading
   a. Word recognition skills
      (1) phonic analysis
      (2) sight word analysis
      (3) structural analysis
      (4) context clues

VI. The Role Of Reading In the Content Fields

VII. Instructional Materials
   a. Commercial
   b. Teacher-constructed
   c. Pupil-constructed

VIII. Evaluation
   a. Standardized tests
   b. Informal tests
   c. Teacher's records
   d. Analysis of Audio tapes and video-tapes of progressive teaching-learning behavior's

The Learning Process and Its Application to Instruction in Reading in the Elementary School

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Strang, Ruth. Diagnostic Teaching of Reading, 2nd ed. New York: McGraw-Hill, 1969.

Wallen, Carl J. Word Attack Skills in Reading. Columbus: Charles E. Merrill, 1969.

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Lower Junior Semester

1. Catalogue Entry

   a. Education 58.5

   b. The Learning Process and Its Application to Instruction in the Social Studies in the Elementary School

   c. 4 credits: 6 class and laboratory hours (2 class and 4 laboratory hours)

   d. Analyses of learning: cognitive and affective development as applied to the teaching of the Social Studies; content and materials used in social studies instruction in elementary schools. Learning experiences to develop knowledge and skills in working with children in social studies in urban school settings.

   Laboratory Experiences: hypotheses related to learning problems in social studies will be tested, under supervision, with individual or small groups of children in the School-Community Teaching-Learning Center. Supervised use of related technological aids in Campus Media Learning Center* and/or School-Community Teaching-Learning Center.**

   e. Prerequisites: Education 58.1, 58.2, 58.3 and at least one course in social studies including history.
   Corequisite: Education 58.4

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* Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

** School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

The Learning Process and Its Application to Instruction in the Social Studies in the Elementary School

The course will emphasize structural concepts theories and generalizations from the social science disciplines through the use of a wide variety of media and resources. Students will be expected to examine and assess their values as they study man, his behavior, his values and his institutions.

Students will develop those tools and procedures essential to inquiry in the social and behavioral sciences. Opportunities will be provided for the students to appraise their ability to utilize various strategies in an elementary school setting.

The development of children, with special attention to the child in the urban setting, will be an area of continuous study throughout the course.

Topics

I. What is meant by the term "social studies"?
   Does it differ from social sciences?
   What are the fields of inquiry?
   What are objectives of a course in social studies?

II. The structure of the various fields of inquiry:
   economics — anthropology
   history — political science
   sociology — geography

III. Analysis of methods and modes of inquiry.
   1. inquiry and scientific method
   2. attitudes and inquiry
   3. expository and hypothetical modes
   4. methods of the fields of inquiry
      a) geographic-mapping, photo interpretation
      b) sociologist-conduct interviews, administer questionnaire
      c) historian-content analysis of reference material
   5. decision making

IV. Behavioral Objectives
   a) Use of instructional media and resources to observe and improve student's performance.

   b) Analysis of cognitive and effective domains in the development of behavioral objectives in classroom.

V. Values and Attitudes
   1. scholarly values and attitudes
      a) objectivity
      b) evaluating sources
   2. public values
      a) human dignity
      b) empathy
      c) cooperation

Course Outline for Ed. 58.5 (continued)

VI. New Projects and Current Concerns

1. Cross-cultural study
2. Logical thinking in children
3. Georgia Anthropology Project, MATCH Program, Minnesota S.S. Project, etc.

The Learning Process and Its Application to Instruction in the Social Studies in the Social Studies in The Elementary School.

American Civil Liberties Union
156 5th Ave., N. Y. N. Y. 10010
Anti-Defamation League, New York
Transaction - Saturday Review
N. Y. Review of Books

Bailyn, Bernard — The Ideological Origins of the American Revolution. Harvard

Berelson, Bernard (ed) — The Behavioral Sciences Today. New York: Harper & Row, 1963.

Bloom, Benjamin — Taxonomy of Ed. Objectives, Vol. I, II. McKay, 1964.

Bruner, Jerome — Toward a Theory of Education

Clark, Kenneth — Dark Ghetto: Dilemmas of Social Power. Harpers: New York, 1965.

Elkin, David — The Child and Society: The Process of Socialization. Random House, N. Y. 1960

Feldman, Martin and E. Seifman — The Social Studies: Structure, Models, and Strategies. Prentice-Hall, 1969.

Fenton, Edwin — Teaching the New Social Studies. Holt, Rinehart & Winston, 1966.

Goldmark, Bernice — Social Studies: A Method of Inquiry
Wadsworth Publishing Co., Belmont Calif. 1968

Joyce, Bruce — Strategies for Elementary Social Science Education. Science Research Assoc., Chicago, 1965

New Challenges in the Social Studies. ed. Massialas, B and F.R. Smith. Wadsworth Publishing Co., Belmont, Calif. 1965

Book contains essays which summarize current research. These are attempts to translate this research into meaningful terms for the practitioner.

Michaelis, John U., and A.H. Johnston — The Social Studies. Allyn and Bacon, 1965

Muessig, Raymond H. and Rogers, Vincent R. Social Science Seminar Series. Charles Merrill Publishing Co., 1965

Series of paperbacks dealing with content and methodology of various disciplines, e.g. history, anthropology, etc.

Ploghoft, Milton E. and A.R. Shuster — Social Science Education in the Elementary School. Charles Merrill Publishing Co., Columbus Ohio, 1971

Ryan, Frank L. — Exemplars for the New Social Studies. Prentice-Hall, 1971.

Bibliography for Education 58.5 (continued)

Senn, Peter R. — Social Science and its Methods. Holbrook Press, 1971

Sigel, Irving E. and F.H. Hooper — Logical Thinking in Children. Holt, Rinehart, 1968.

Skill Development in Social Studies. National Council for the Social Studies. 33 yearbook, 1963.

Upper Junior Semester

VI. Catalogue Entry

a. Education 58.6

b. The Learning Process and Its Application to Instruction in Science in the Elementary School

c. 4 credits: 6 class and laboratory hours (2 class and 4 laboratory hours)

d. Analyses of learning: cognitive and affective development as applied to the teaching of science; content and materials used in science instruction in the elementary school. Learning experiences to develop knowledge and skills in working with children in the physical and biological sciences in urban school settings.

Laboratory Experiences: hypotheses related to learning problems in the physical and biological sciences will be tested, under supervision, in the School-Community Teaching-Learning Center. Supervised use of related technological aids in Campus Media Learning Center* and/or School-Community Teaching-Learning Center.**

e. Prerequisites: Education 58.1, 58.2, 58.3, 58.4, 58.5 and at least one course in laboratory science.
Corequisite: Education 58.7

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* Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

** School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

Elementary Schools
Education 58.6 - Course Outline

The Learning Process and Its Application to Instruction in Science in Elementary School

I. Philosophical and Psychological Basis of Science learning

A. Objectives
1. Understanding natural environment
2. Develop problem solving skills
3. Develop the process and habit of scientific thinking
4. Develop appreciation of history of science and scientists

B. Nature and Structure of Science
1. Implications of Teacher preparation
2. Implications for pupil learning

C. Development and Learning Theories in relation to science and Education
1. Work of Piaget

II. Programs and Materials

A. Traditional Programs
1. Textbooks
2. State and Local Curriculum Guides

B. Innovative Programs
1. Science - A process approach (AAAS)
2. Conceptually oriented Program in Elementary Science (COPES)
3. Elementary Science Study (ESS)
4. Science Curriculum Improvement Study (SCIS)

C. Selection of Materials
1. Community Environment
2. Living things
3. A. V. equipment
4. Text Criteria
5. Laboratory equipment

III. Learning Experiences

A. Selecting experiences
1. Levels of Content
   a. Basic concepts
   b. Main ideas
2. Selection Criteria
   a. Interest
   b. Validity
   c. Appropriateness
   d. Integration
   e. Balance

Elementary Schools
Education 58.6 - Course Outline (Continued)

B. Organizing Experiences
   1. Deductive approach
   2. Process approach
   3. Conceptual approach
   4. Generalizations approach

C. Planning
   1. Teacher Planning
      a) daily
      b) long term
      c) unit approach
   2. Pupil-teacher planning
   3. Individualization
   4. The Gifted Child

IV. Evaluation

A. Informal Methods

B. Standardized Methods

C. Science fairs - as evaluation

Elementary Schools
Education 58.6

The Learning Process and Its Application to Instruction in Science in Elementary School

BIBLIOGRAPHY

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Charley, Molly and Elizabeth Hitchfield: A Guide to Reading Piaget. New York: Schocken Books 1965.

Bruner, Jerome S.: The Process of Education. New York: Random House, Inc. 1960.

Lybee, T. and McCormack, A.: "Applying Piaget's Theory," Science and Children, 8: 14-17 Dec., 1970.

Gagne, R. M.: The Conditions of Learning (New York: Holt, Rinehart and Winston, 1965).

Carin, Arthur A. and Robert B. Sund.: Teaching Science through Discovery. Columbus, Ohio: Charles E. Merrill Pub. Co. 1970.

Chittenden, Edward C.: "Piaget and Elementary Science," Science and children, 8: 9-15, Dec., 1970.

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Flavell, J. H.: The Developmental Psychology of Jean Piaget. (Princeton: D. Van Nostrand, 1963).

Ford, G. W. (ed.): The Structure of Knowledge and the Curriculum. (Chicago: Rand McNally, 1966.)

Gega, Peter C.: Science in Elementary Education.(New York: John Wiley & Sons, Inc., 1966).

Hurd, Paul De Hart and James Joseph Gallagher.: New Directions in Elementary Science Teaching. Belmont, Calif.: Wadsworth Publishing Company, Inc. 1968.

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Kahn, Paul.: "Open Learning Environments," Science Teacher, 37:60, Dec., 1970.

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Newton, David E.: "Educating Teachers for the New Science Curriculum: A Dilemma," School Science and Mathematics, 71: 17-23, Jan., 1971.

Pilts, Albert and Robert Sund: Creative Teaching of Science in the Elementary School. Boston: Allyn and Bacon, Inc. 1965.

Elementary Schools
Education 58.6 Bibliography (continued)

Pitz, Alber, and Robert Sund. Creative Teaching of Science in the Elementary School. (Boston: Allyn and Bacon, 1968).

Renner, John W. and William B. Regan. Teaching Science in the Elementary School. (New York: Harper and Row, 1968).

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Upper Junior Semester

VII. Catalogue Entry

a. Education 58.7

b. The Learning Process and Its Application to Instruction in the Arts in the Elementary School

c. 6 credits: 8 hours class and laboratory
(4 class and 4 laboratory hours).

d. Analyses of learning: cognitive and affective development as applied to the teaching of the arts; exploration of the role of the performing and communication arts (art, music, drama, dance, photography and film-making) in the lives of children and adults in urban environments. Learning experiences in creative activities to develop knowledge and skills in working with children in the arts in schools and community settings.

Laboratory Experiences: hypotheses related to learning problems in the arts tested, under supervision, with individual or small groups of children in the School-Community Teaching-Learning Center. Supervised use of related technological aids in Campus Media Learning Center* and/or School-Community Teaching-Learning Center.**

e. Prerequisites: Education 58.1, 58.2, 58.3, 58.4, 58.5 and at least one course in art and in music.

Corequisite: Education 58.6

*Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

**School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

Elementary Schools
Education 58.7 - Course Outline

The Learning Process and Its Application to the Arts in Elementary School

I. Creativity as a mode of learning

A. Educational value of creative activities in early childhood education

B. Interaction of affective, social, cognitive and psychomotor domains in learning

C. The creative process

D. Conditions which foster creativity in teaching and learning

E. Research in creativity (including work of Karl W. Deutsch, J.P. Guilford, Marie M. Hughes, Calving Taylor, E. Paul Torrance and others)

II. Teacher's role in sustaining and fostering creative thinking and learning in young children--verbal and non-verbal. Related teaching techniques

III. Curriculum practices in developing a creative activities program

A. Developmental stages of children's expression in the arts
1. Integrating learning through the arts and other curriculum areas with special emphasis on social learnings
2. Planning, managing, selecting, guiding and evaluating in relation to aesthetic and creative activities
3. Criteria for selecting materials, resources and activities in the arts
4. Aesthetic qualities in the arts: expressiveness, dynamics, originality, harmony, contrast, style, rhythm, form, variety, dominance, balance, etc.

IV. Application of concepts and theories of creative learning to the arts

A. Music: singing, playing instruments, creating music

B. Dance and rhythmic movement

C. Art: clay, painting, construction, blocks, woodwork, photography, multi-media forms, stage settings, costuming and motion pictures

D. Drama: creative dramatics, puppetry, play-making and choral speaking

V. Selected laboratory experiences in the Campus Media Center and in the Education Laboratory for Arts and Science. Students will engage in integrated activities in the arts with emphasis on creative processes and aesthetic sensitivity.

VI. Planning, guiding and evaluating selected projects with young children in the creative arts in School-Community Teaching-Learning Centers

Elementary Schools
Education 58.7

The Learning Process and Its Application to the Arts in Elementary School

BIBLIOGRAPHY

Creativity

Anderson, Harold,(Ed.) — Creativity and its Cultivation. N.Y.: Harper and Bros., 1959.

Dewey, John, — Art as Experience. N.Y.: Minton, Balch & Co. 1943.

Mearns, Hughes, — Creative Power: The Education of Youth in the Creative Arts, N.Y.: Dover Publications, Inc. 1958.

Miel, Alice, (Ed.) — Creativity in Teaching: Invitations and Instances. San Francisco: Wadsworth Publishing Co. 1961.

Torrance, E. Paul, — "Creativity--What Research Says to the Teacher", Washington, D.C.: A.E.R.A. #28 of Series, 1968. (American Educational Research Association)

Washburne, Carleton, — What is Progressive Education? John Day Co. 1952.

Art

A.C.E.I., — Art Guide: Let's Make a Picture, Washington, D.C.: Association for Childhood Education International, 1969.

Lowenfeld, Victor and Brittain, W.L., — Creative and Mental Growth, N.Y.: Macmillan Company, 1964.

Montgomery, Chandler, — Art For Teachers of Children, Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Jefferson, Blanche, — Teaching Art to Children, Boston: Allyn & Bacon, Inc. 1959.

Music and Dance

Aronoff, Frances W., — Music and Young Children, N.Y.: Holt, Rinehart and Winston, 1969.

Sheehy, Emma D., — Children Discover Music and Dance, N.Y.: Henry Holt & Co. 1959.

Creative Dramatics

Siks, Geraldine B., — Creative Dramatics: An Art For Children, N.Y.: Harper & Bros., 1958.

Ward, Winifred, — Playmaking With Children. New York: Appleton-Century-Crofts, 1967.

Elementary Schools
Education 58.7 Bibliography (Continued)

Films and Videotapes

"Early Expressionists" - Contemporary Films
"Children Who Draw" -- B.C.-A.V. Center
"Clay" -- by Myrtle Craddock -- B.C. T.V. Center
"Creative Dance" -- by Rose Mukerji -- B.C. T.V. Center
"Creative Dramatics" -- Northwestern University A.V. Center
"Building Children's Personality Through Creative Dance" U.C.L.A.
"Looking For Me" -- University of California, Extension Media Center, Berkeley, Calif.
"Feeling Spaces," "I Found It," "Sounds of Myself," "To Make A Dance," "You're It!" "Touching The World" -- Bloomington, Indiana: National Instructional Television. (Selected titles from TV series, RIPPLES.)

Lower Senior Semester

VIII. Catalogue Entry

a. Education 58.8

b. Seminar and Supervised Instructional Experience in Elementary School Education

c. 10 credits: 18 class and laboratory hours
(2 class and 16 laboratory hours).

d. Seminar and supervised instructional experience in elementary school education designed to develop professional awareness, and to provide for reassessment of individualized philosophy and teaching-learning behaviors (cognitive, affective, social). Further development of those behaviors found to be effective in the study and application of self-selected logical systems of teaching-learning. Evaluation of commercial materials and construction and evaluation of teacher-made materials in order to facilitate and evaluate instruction.

e. Prerequisites: Education 58.1, 58.2, 58.3, 58.4, 58.5, 58.6, 58.7.

Seminar and Supervised Instructional Experience
in Elementary School Education

I. GOALS

A. To work towards a better understanding of oneself as a professional.

B. To explore in a teaching situation, the practical implications of one's personal and professional philosophy.

C. To identify alternate models of classroom and school organization.

D. To determine the suitability of materials and equipment for achieving educational and social goals.

E. To assess teaching-learning behaviors from the cognitive, affective and social aspects.

F. To grow in awareness of those behaviors which are found to be effective in the study and application of self-selected logical systems of teaching and learning.

G. To identify areas for more concentrated and continued study and possible specialization.

II. SOME REPRESENTATIVE EXPERIENCES RELATED TO THE ABOVE GOALS

A. The Academic Component
1. Analyze professional literature
2. Analyze individual learning styles
3. Analyze contemporary cultural forms
4. Study selected proposals for classroom and school organization.

B. Special Teaching Procedures
1. The role of the teacher-manager
2. Planning for the individualization of instruction
3. Team teaching
4. Programmed instruction
5. Language Laboratories
6. Instructional Television
7. Open classroom.

C. Exploration of alternative models
1. Visit schools and other educating institutions
2. Meet with proponents of various school forms
3. Utilize films, tapes and other audio-visual materials
4. Participation.

Elementary Schools
Course Outline for Education 58.8 (continued)

D. Professional evaluation of self
   1. Meet with college staff for individual conferences
   2. Meet in seminar to identify individual concerns relevant to professional development
   3. Meet with school and community personnel.

E. Teaching materials and resources
   1. Construction and evaluation of teacher-made and commercial materials.
   2. Audio-visual materials
   3. Educational technology
   4. Textbooks; trade books
   5. Professional literature: e.g. periodicals, syllabi, curriculum guides.

III. PERSONNEL INVOLVED

A. College instructional team
B. Cooperating teachers
C. School personnel
D. Community representatives
E. Para-professionals
F. College students from different courses

IV. MODES OF OPERATION

A. Seminars
B. Conferences
C. Observations
D. Demonstration Sessions
E. Trips
F. Participation in the classroom, school and community with individuals, small and large groups.

Elementary Schools
Education 58.8

Seminar and Supervised Instructional Experience in Elementary School Education

BIBLIOGRAPHY

Anderson, Paul S. — Linguistics in the Elementary School Classroom. New York: The Macmillan Co., 1971.

Ashton-Warner, Sylvia — Teacher.* New York: Simon & Schuster, 1963

Bond, Guy L., and Eva. B.Wagner — Teaching the Child to Read. New York: The Macmillan Co., 1966.

Educational Development Center, Newton, Mass. Social Science Curriculum Program

Goodman, Kenneth S., and James T. Fleming — Psycholinguistics and the Teaching of Reading. Newar, Delaware: International Reading Association, 1968.

Howes, Virgil M. — Individualizing Instruction in Reading and Social Studies. New York: The Macmillan Co., 1970.

Joyce, Bruce — Strategies for Elementary Social Science Education. Science Research Assoc., Chicago, 1965.

Karplus, Robert — A New Look at Elementary School Science.Chicago: Rand-McNally, 1967.*

Kohl, Herbert — The Open Classroom.* New York: Random House, 1970.

Lovell, Kenneth — The Growth of Understanding in Mathematics. New York: Holt, Rinehart & Winston, 1971.*

Michaelis, John U., and A. M. Johnston — The Social Studies. Allyn and Bacon, 1965

Moffett, James — A Student-Centered Language Arts Curriculum. Boston, Mass: Houghton Mifflin Co., 1968.

Moustakas, Clark — Personal Growth: The Struggle for Identity. Howard Doyle, Cambridge, Mass. 1969.*

Marks, John L., Purdy, C. Richard, and Kinney, Lucien — Teaching Elementary School Mathematics for Understanding. New York: McGraw-Hill, 1969.

Rogers, Vincent R., ed. — Teaching in the British Primary School. New York: MacMillan & Co., 1970.*

Smith, E. Brooks, et al. — Language and Thinking in the Elementary School. New York: Holt, Rinehart and Winston, 1970.

* Available in paperback

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PERFORMANCE-BASED UNDERGRADUATE COURSE SEQUENCE

for the

EDUCATION OF TEACHERS FOR THE MIDDLE SCHOOLS

(Grades 5 through 9)

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The prerequisites other than those in Education for the courses in this Sequence were mandated by Faculty Council of Brooklyn College at its meeting of October 19, 1971.

Professional Undergraduate Course Sequence for the Education of Teachers for the Middle Schools (Grades 5 through 9)

Rationale

Throughout the United States a new type of school has emerged in the last few years, known as the Middle School or the Intermediate School. A national survey in 1968 indicated that there were already over 1000 schools of that type in existence in our nation. Today there are more.

In New York City many middle schools exist, more are being planned as the city moves toward a 4-4-4 plan of organization.

These Middle Schools have been developed for a variety of reasons. Among them are the following:

1. Problems of junior high schools as constituted.
2. Evidence of earlier physical maturation of boys and girls.
3. Evidence of changes in the social development of many boys and girls in this age range.
4. The knowledge explosion, with a consequent need for more specialized knowledge on the part of teachers.
5. The desire for more individualized instruction and more independent study by pupils in this age group.
6. The development of educational technology.
7. The desire to lengthen to four years the period spent in an intermediate type of school, thus giving it greater visibility and making it more than a transitional school.
8. The potentialities of team teaching, providing more specialization, without moving toward complete departmentalization at this point.
9. The desire of many educators to develop a unique program for boys and girls in this period of their lives.
10. The need for earlier integration of pupils from various socio-economic and ethnic backgrounds.

Specific Features

It has been the considered opinion of the members of the Committee on Curriculum and Admission to Courses (CIAS) that the emergence of Middle or Intermediate Schools demands a new type of teacher education at Brooklyn College, along with in-service courses for experienced teachers who are transferred to such schools. In planning the professional sequence that follows, several considerations have to be kept in mind. Among them are the following:

1. That the professional sequence for the education of teachers in the Middle Schools begin in the Lower Junior semester, in order to recruit more prospective teachers in this sequence. (There is the possibility that some students will transfer at this point from the Elementary Sequence to the Middle School Sequence.

2. That such prospective teachers concentrate in two major fields of their own choice. This would permit more depth than is possible in the Elementary Sequence and yet be more comprehensive than the education of junior high school or secondary school teachers.

3. That prospective teachers in the Middle Schools take some classes which are taught by teams of instructors, as an essential part of their preparation for teaching.

4. That such prospective teachers learn about the growth and development of boys and girls at various stages, but concentrate upon growth and development in the Middle School years.

5. That prospective teachers be involved from the beginning of their sequence in schools and in community life through direct participation in a wide variety of activities, primarily in School-Community Teaching-Learning Centers in various parts of Brooklyn.

6. That such prospective teachers be encouraged and assisted, in various ways, to reexamine themselves as human beings, their values and their commitments.

7. That prospective teachers in Middle Schools have some teaching experience with children in every semester of their teacher education training, starting with the tutoring of a child or work with a small group of children.

8. That prospective teachers take a Skills Practicum in the first semester they are in the Teacher Education Program, as special preparation for tutoring experiences.

9. That each prospective teacher in the Middle School take a course in the teaching of reading, as an essential part of his pre-service preparation, including some related field experience with boys and girls.

10. That the Middle School sequence include preparation for grades 5 to 9 inclusive, at least at present, so that prospective teachers may serve in junior high schools as well as in Middle Schools.

11. That every effort possible be made by instructors in the Middle School sequence to enlarge the experiential background of prospective teachers through visits and trips in New York City, in the metropolitan area, and to more distant points, including travel abroad wherever possible. Sometimes this would be done as a part of the course work; often it would be done outside the curriculum. Special trips would be arranged from time to time by members of the staff of the Middle Schools Sequence to such places as Philadelphia, Albany and Washington.

12. That prospective teachers for the Middle Schools have some elective courses as part of their professional sequence, even though they may be limited in number.

13. That prospective teachers in the Middle Schools sequence have extensive experiences in the Campus Media Learning Center as well as in the School-Community Teaching-Learning Centers.

14. That prospective teachers in Middle Schools have a series of experiences in teaching, including tutorial work, small group instruction, the development of teaching of at least one full unit with a group, the teaching of a regular group under supervision, and possibly full-time responsibility for one group.

In these and other ways it is hoped that rather than react to a movement already underway in many places, the School of Education of Brooklyn College will provide leadership in the Middle School movement in New York City and in other parts of the United States.

SUMMARY: MIDDLE SCHOOL SEQUENCE (GRADES 5 through 9)

Course No. and Title	Semester	Credits	Laboratory Experiences (in Campus Media Learning Center and/or School-Community Teaching-Learning Centers)	Staff
Educ. 59.1 Children and Youth in Schools in an Urban Environment	Lower Sophomore	8 credits: (4 class + 8 lab. hours).	Supervised observation in schools (N-12) and community agencies; Skills Practicum. Learning activities with children of diverse backgrounds.	Teams to be selected from Education specialists in Psychology, Sociology-Anthropology, Methods, and Instructional Technology; Cooperative Personnel from schools, Consultants from other departments in College and from Community.
Educ. 59.2 Learning Theories and Practices.	Upper Sophomore	4 credits: (2 class + 4 lab. hours).	Individual or small group tutoring of Middle Schools children.	Education specialists in Psychology and in Methods.
Educ. 59.3 The Teaching of Reading in Middle Schools.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Individual or small group tutoring of Middle Schools children.	Methods and Reading specialist. Cooperating Personnel from schools. Consultants from College and Community.
Educ. 59.4 Methods of Teaching in Middle Schools I.	Upper Junior	6 credits: (3 class + 6 lab. hours).	Observation and supervised teaching in Middle Schools.	Teams to be chosen from specialists in Methods and Curriculum. Cooperating Personnel from schools. Consultants from other departments in College and from Community.
Educ. Elective I One Elective selected from list of Electives on Page 122	Upper Junior	One Elective (2 or 3 credits).	Dependent on Elective selected.	Dependent on Elective selected.
Educ . 59.5 Methods of Teaching in Middle Schools II.	Lower Senior	6 credits: (3 class + 6 lab. hours).	Observation and supervised teaching in Middle Schools.	Teams to be selected from education specialists in Methods and Curriculum. Cooperating Personnel from schools. Consul-

Educ. 59.3 The Teaching of Reading in Middle Schools.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Individual or small group tutoring of Middle Schools children.	Methods and Reading specialist. Cooperating Personnel from schools. Consultants from College and Community.
Educ. 59.4 Methods of Teaching in Middle Schools I.	Upper Junior	6 credits: (3 class + 6 lab. hours).	Observation and supervised teaching in Middle Schools.	Teams to be chosen from specialists in Methods and Curriculum. Cooperating Personnel from schools. Consultants from other departments in College and from Community.
Educ. Elective I One Elective selected from list of Electives on Page 122	Upper Junior	One Elective (2 or 3 credits).	Dependent on Elective selected.	Dependent on Elective selected.
Educ . 59.5 Methods of Teaching in Middle Schools II.	Lower Senior	6 credits: (3 class + 6 lab. hours).	Observation and supervised teaching in Middle Schools.	Teams to be selected from education specialists in Methods and Curriculum. Cooperating Personnel from schools. Consultants from other departments in College and from Community.
Educ. Elective II One Elective from list of Electives on Page 122 excluding the Elective selected as Corequisite of Educ . 59.4	Upper Senior	One Elective (2 or 3 credits).	Dependent on Elective selected.	Dependent on Elective selected.

Total: 28 credits + 4-6 credits in Electives: Total 32-34 credits.

Lower Sophomore Semester
Catalogue Description

I. Catalogue Entry

a. Education 59.1

b. Children and Youth in Schools in an Urban Environment

c. 8 credits: 12 hours class and laboratory (4 class and 8 laboratory hours).

d. A study of the reciprocal action between children, adolescents and an urban environment. The course will include a study of human growth and development with emphasis on the middle school child; the development of self-awareness and awareness of group processes; the philosophical, psychological, and sociological components which influence learning; the development of strategies for exploring cognitive and affective aspects of learning. Selected laboratory experiences in schools and other community agencies. These experiences will include the development and application of learning skills with individuals and small groups.

e. Prerequisites: None

f. Exclusion Clause: Not open to students who are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35, 48.1, 58.1, 60.1.

Complete Description

I Catalogue Entry

a. Education 59.1

b. Children and Youth in Schools in an Urban Environment

c. 8 credits: 12 hours class and laboratory (4 class and 8 laboratory hours).

d. A study of the reciprocal action between children, adolescents and an urban environment based on an experience-centered program designed to (1) develop an understanding of the urban child from birth to maturity with emphasis on the child of the middle school years; (2) evolve self-awareness and awareness of group processes; (3) analyze the philosophical and sociological components of society which influence learning and organizational patterns in urban schools today; and (4) explore the cognitive and affective aspects of learning with individuals and with small groups. Strategies developed for meeting diverse levels of readiness to learn. Concurrent experiences: (1) selected experiences in schools, community organizations, clinics, early childhood and youth centers; (2) supervised participation in learning activities with children from diverse environments; (3) concentration upon the learning of skills in one specific curriculum area and the application of these skills in a school or community situation.

Laboratory experiences scheduled in half-day blocks.

e. Prerequisites: None

f. Exclusion Clause: Not open to students who are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35, 48.1, 58.1, 60.1.

Laboratory experiences to include specifically:

1. At least one supervised observation at each of the following school levels: early childhood; elementary; middle; and secondary. Supervised observation in schools providing special education programs; in community agencies; in early childhood and youth centers; and in clinics. Emphasis on the analysis of the psychological and sociological components of urban society which influence learning.

2. Supervised participation on the Middle School level for the purpose of engaging in a learning activity with one child or with a small group of children. Students will be expected to develop an awareness of the levels of thought characteristic of children of diverse ages, degrees of maturity and ability within the middle school range and to begin to develop teaching strategies appropriate to these diverse levels of readiness to learn. Interviews with parents, school personnel and community leaders.

3. Skills Practicum: Module of 30 hours concentrated in a short block of time. Concentration upon the learning of skills in one or more specific curriculum areas and the application of those skills in a school or community situation with children of middle school age.

Middle Schools

3. (continued)

Practica selected from the following: (Student must select at least one.)

Audio-Visual Techniques	Music for Small Groups
Games in the Language Arts	Puppetry
Games in Mathematics	Picture Study in Social Studies
Graphic Displays in Schools	Reader's Theater

4. Sessions in School-Community Teaching-Learning Center* and/or the Campus Media Learning Center** devoted to a wide variety of experiences including microteaching, simulation techniques, videotapes, instructional technology, Individually Prescribed Instruction (I.P.I.), and Computer Assisted Instruction (C.A.I.).

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* School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

** Campus Media Learning Center: a facility on campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

Children and Youth in Schools in an Urban Environment

I. Objectives

A. Study the growth and development of the Middle School child.

B. Evolve self-awareness and awareness of group processes.

C. Analyze philosophical and sociological components of society that influence learning and organizational patterns in urban schools.

D. Explore cognitive and affective aspects of learning with individuals and small groups.

II. Study the Growth and Development of the Middle School Child

A. Experience	B. Application
1. Visit city and private hospital nurseries.	1. Compare public and private facilities.
2. Visit various clinics of Dept. of Health facilities. Interview pediatricians in private practice.	2. Compare public and private methods used in health care of children.
3. Observe Child Care Centers	3-4. Describe and discuss how the needs of the children are dealt with.
4. Visit sub rosa nursery school.	
5. Visit a welfare center, to study the services given. Trace the effect of this on the child of middle school age.	5. Observe the effects, if any, of Welfare Dept. on middle school child.
6. Visit a community center. Learn the names of at least ten children.	6-7. List behavior based upon personal observation.
7. Discover what children do most frequently at the center.	
8. Learn what children would like to do.	8. Interview children.
9. Learn what the most/least popular activities are in the schools.	9. Visit four levels of schools. Observe most/least frequent activities.
10. Assist in school library, gym, and lunchroom.	10. Familiarize Teacher trainee with ways children function in different settings.

Course Outline for Education 59.1 (continued)

11. Work with Pupil Personnel Team of a school (may include Attendance Teacher, Counselor, Social Worker, Psychologist). Counsel, escort students, etc.	11. Acquaint student with the nature and quality of service provided for middle school students.
12. Attend lecture by principal describing his functions in the school	12-14. Inform students of bureaucratic structure in the educational system to better equip them to respond to the system inputs on the classroom environment.
13. Attend lecture by school personnel describing non-classroom operations of a school.	
14. Meet with various school personnel, including custodian, secretaries, etc.	
15. Observe interaction between two children. Interview family members. Together, the trainee and pupil may observe interview, discuss and analyze what has been mutually experienced.	15. Develop a case study. Particular attention might be paid to similarities and differences between the two pupils chosen.

III. Evolve self-awareness and awareness of group processes.

A. Experience	B. Application
1. Use questionnaires to assess leadership style, level of self-awareness, perceptions of the individual by those around him.	1. Determine the Teacher Trainee's level of self-perception, and how he is perceived by others.
2. Role play and simulation exercises. a) Situations dealing with the nature of Teacher-Teacher relationships. b) Teacher-Administration c) Teacher-Parent d) Teacher-auxilliary personnel e) Trainee-pupil f) Pupil-pupil	2. Develop an understanding of the roles played by personnel in the schools, the interrelationships of these roles, and how they can best be improved.
3. Observe one's own behavior in tutoring.	3. Watch a film of this.
4. Interpret one's activity in S-R terms.	4. Discuss with college instructors and college students.

Course Outline for Education 59.1 (continued)

5. Analyze one's own responses to praise and criticism.	5. Discuss discussion.
6. Keep a written or taped diary.	6. Describe emotional responses.
7. Participate in group dynamics workshop.	7-8. Analyze the group process as such, independent of content.
8. Readings in group dynamics.	
9. Attend and participate in meetings of: Peer groups Teachers Parents Middle School Pupils College Instructors.	9. Analyze the behaviors of people in the group. Is more objective about one's self as to strengths and weaknesses.
10. Participate in regularly scheduled sessions of sensitivity training.	10. Indicate awareness, objectivity, openness, and an ability to express these.
11. Guide group of children through a task. Analysis of group work is made re: the building and maintaining of a group.	11. Develop an understanding of task roles. Develop criteria for more effective ways of functioning as a group. Discuss own strengths and weaknesses.
12. Visit the Moreno Institute.	12. Participate in a psychodrama.

IV. Analyze philosophical and sociological components of society that influence learning and organizational patterns in urban schools.

A. Experiences	B. Application
1. Discuss in seminar papers presented on the postulate: "Middle managers in the education system such as principals and supervisors are rewarded for maintaining the system, and therefore, are not likely to challenge the system, or reward subordinates who do". What do students need to know in order to prove or disprove this postulate?	1. Ascertain trainees' abilities to express their knowledge of the bureaucratic structure of the educational system.

Course Outline for Education 59.1 (continued)

A. Experiences	B. Application
2. Trainee does a film study of the school-community, stressing aspects that influence learning and organizational patterns.	2. Discern the aspects of the pupils world that bear on his education.
3. Attend, and where possible, participate in some of the following meetings. a) Grade Conference b) Faculty Conference c) Paraprofessional Conference d) Community School Board e) P.T.A. f) Community Action Agencies g) Board of Education h) Mayor's Office i) City Council j) Department of Corrections k) Courts	3. Use a checklist to describe a) Analyze one bureaucracy b) Identify bureaucratic structure c) Propose change d) Analyze the political forces that influence local educational efforts e) Develop Trainee's techniques in observing and interviewing as a basis for gathering information and opinions f) Inform trainees of the impact of classroom environments and dynamics beyond teacher inputs.
4. Visit Narcotics Rehabilitation Center, Welfare Center.	4. Analyze the structure of the organization with particular attention to the way clients are treated.
5. Investigate "How are curriculum and organizational changes brought about in the Middle Schools?"	5. Understand the philosophical and sociological components of society that help bring about change.
6. Observe a class in progress. Observe one teacher in two different periods.	6. Analyze the philosophical assumptions that undergird the classroom organization and activities.
7. Interview parents as to their expectations and hopes for their children. How do these coexist with statements by school personnel?	7. Interview persons and analyze the philosophical implications of their responses.
8. See films, such as "Tommy Knight Series", "Child of the Future", "Marked for Failure".	
9. Study works by the following appropriate in the segment described above:	9. Make a philosophical or sociological analysis of various bureaucratic structures.

Course Outline for Education 59.1 (continued)

A. Experiences	B. Application
Weber, Etzioni, C. Wright Mills, Lerone Bennett, John Dewey, Kenneth Clark, Jerome Bruner.	10. Analyze a new book, such as Charles Silberman's Crisis in the Classroom, as to the philosophic position.
	11. Write a study of the school as a system.

V. Explore cognitive and affective aspects of learning with individuals and with small groups.

A. Experiences	B. Application
1. Learn what teachers find is their greatest problem in teaching. Discover what ways they suggest they can change these.	1. Use a questionnaire.
2. Compare teacher's analyses with those of parents and children.	2. Assess similarities and differences in group sessions.
3. Serve as aides on trips.	3. Gain experience in viewing children in a different setting.
4. Train students in the use of the following audio-visual equipment: a) transparencies b) tapes (video and audio) c) pictures d) slides filmstrips e) Cuisenaire Rods f) Geo Boards g) Portable T.V. camera	4. Record and review lessons with pupils.
5. Submit proposal for educational activity with outline of steps necessary to implement the plan.	5. Help trainees develop and implement educational activities in conjunction with the educational bureaucracy.
6. Use video-tape in a series of micro-teaching sessions.	6. Use media as a tool in evaluation. Reinforce trainee's strengths. Analyze social management skills. Sharpen learning management skills.

Course Outline for Education 59.1 (continued)

A. Experiences	B. Application
7. Familiarize students with Aschner's four types of questioning.	7. Identify teaching behaviors in using a questioning strategy in an inductive lesson.
8. Observe lessons in which film loops, overhead projectors, lectures, and tape are used.	8. Demonstrate ability to use these in small group tutoring.
9. Observe in schools.	9. Analyze cognitive and affective behavior components.
10. Plan cooperatively with trainees, pupils, college instructors, teachers.	10. Produce materials that are suitable for use with individual, or small groups of children.
11. Establish skills sessions with trainees.	11. Use these with pupils. Demonstrate familiarity with the literature.
12. Work with pupils in realistic situations, such as visiting, shopping.	12. Pupils demonstrate ability to identify, relate, and organize research skills.

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Upper Sophomore Semester

II. Catalogue Entry

a. Education 59.2

b. Learning Theories and Practices

c. 4 credits: 6 class and laboratory hours
(2 class and 4 laboratory hours).

d. Emphasis upon learning concepts and theories and their application.

Laboratory: Individual or small-group tutoring in the Campus Media Learning Center and/or the School-Community Teaching-Learning Center will be required.

e. Prerequisite: Education 59.1

Corequisite: Education 59.3

Course Outline for Education 59.2

Learning Theories and Practices

I. Objectives

In the class section, the student should demonstrate his knowledge of S-R and cognitive theories of learning in the following ways:

A. Derive practical applications to teaching.

B. Discuss learning situations in the psychological dimensions of motivation and skill.

C. Analyze any learning or discipline situation into a stimulus-response-consequence framework.

D. Assess the adequacy of any theory to deal with practical problems of learning and motivation of children in schools.

In the laboratory section, the student should put into practice a derivation of at least one theory. The objective is to improve the motivation and skills of one child or small group of children in at least one academic area. This will entail:

a) the establishment of instructional objectives.
b) setting up an instructional procedure.
c) the evaluation of students' behavior before, during and after the procedure is implemented.
d) assessment of implementation.

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Lower Junior Semester

III. Catalogue Entry

a. Education 59.3

b. The Teaching of Reading in Middle Schools

c. 4 credits: 4 class and laboratory hours
(2 class and 4 laboratory hours).

d. Principles and practices in the teaching of reading in Middle Schools and/or Junior High Schools.

Laboratory: Related laboratory experiences in the teaching of reading to one pupil and/or to a small group of pupils.

e. Prerequisites: Education 59.1 and at least one course in literature.

Corequisite: Education 59.2.

Middle Schools

Course Outline for Education 59.3

The Teaching of Reading in the Middle Schools

I. Definition and Philosophy of Reading

II. Scope and Sequence of Reading Program

III. Relation of Reading Readiness To Child Development

- A. Stages of Reading Development
- B. Pre-reading Program
- C. Readiness

IV. Basic Methods of Teaching Reading

- A. Language Experience
- B. Basal Reader Approach
  - 1. Grouping
- C. Individualized Reading
- D. Eclectic Approach

V. Decoding Techniques

- A. Sight Vocabulary
- B. Phonics
- C. Linguistics
- D. Structural Analysis
- E. I.T.A.
- F. Morphologic-Algebraic Approach

VI. Skills for Reading

- A. Vocabulary Development
- B. Comprehension
- C. Oral Reading

VII. Sources and Uses of Reading Materials

- A. Basal Readers
- B. Textbook in content fields
- C. Workbooks
- D. Programmed materials
- E. Games

VIII. Reading for Meaning In Content Areas

- A. Subject Areas
  - 1. English
  - 2. Social Studies
  - 3. Science
  - 4. Mathematics
  - 5. Other Subjects
- B. Study Techniques

Course Outline of Education 59.3 (continued).

IX. Recreational Reading

A. Children's Interests
B. Materials
C. Sharing

X. Appraisal in Reading

A. Informal Classroom Techniques
   1. Word Lists
   2. Teacher evaluation
   3. Cumulative Reading Folder

B. Standardized Tests
   1. Description
   2. Purposes
   3. Interpretations

XI. Remediation

A. Identifying, Analyzing and Basic Causes of Retardation
B. Principles of Remediation

XII. Reading Problems

A. The Disadvantaged
B. The Gifted
C. The Bilingual Child
D. Range of Abilius
E. Dyslexic Child

Education 59.3 - The Teaching of Reading in the Middle Schools

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Upper Junior Semester

IV. Catalogue Entry

a. Education 59.4

b. Methods of Teaching in Middle Schools - I

c. 6 credits: 3 class hours and 6 laboratory hours of observation and supervised teaching in a Middle School and/or Junior High School.

d. Objectives, curricular practices, methods, special problems, and evaluation of learning in one of the special subject matter fields specified below, together with observation and supervised teaching in that subject in schools.

Subject fields from which each student is to select one area.

Art	Modern Languages
English	Music
Health Sciences	Physical Education
Home Economics	Science
Industrial Arts	Social Studies
Mathematics	

e. Prerequisites: Education 59.1, 59.2, 59.3

Corequisite: Education 36.1, or 36.2, or 719 or 725.

Lower Senior Semester

V. Catalogue Entry

a. Education 59.5

b. Methods of Teaching in Middle Schools - II

c. 6 credits: 3 class hours and 6 laboratory hours of observation and supervised teaching in a Middle School and/or Junior High School.

d. Objectives, curricular practices, methods, special problems, and evaluation of learning in a second subject matter field selected from the specified list below, together with observation and supervised teaching in that subject in the Middle and/or Junior High School.

Art	Modern Languages
English	Music
Health Sciences	Physical Education
Home Economics	Science
Industrial Arts	Social Studies
Mathematics	

e. Prerequisites: Education 59.1, 59.2, 59.3, 59.4

Corequisite: Education 36.1, or 36.2, or 719, or 725 (exclusive of elective selected as prerequisite for Education 59.4).

Middle Schools

COURSE OUTLINE

EDUCATION 59.4 AND 59.5

METHODS OF TEACHING IN MIDDLE SCHOOLS - I AND II

I. OBJECTIVES

A. Understanding the Teacher Role.

1. Facilitator of learning
2. Team teaching
3. Working with paraprofessionals
4. Relating to staff administration
5. Developing self and community awareness through analysis techniques, T. V., etc.

B. Scope and Content of Middle Schools
1. Aims and objectives
2. Philosophy
3. Background materials
   a. Current trends
   b. Unsolved problems

II. CURRICULAR PRACTICES

A. Organization of Curriculum
1. Subject centered curriculum
2. The unit method
3. Core curriculum
4. Individualized contract materials
5. Projects
6. Field trips

B. Materials for Instruction
1. Rationale for selection
2. Producing materials
3. A. V. resources
4. Using the textbook
5. Programed instruction

C. Creating the Classroom Environment
1. Room arrangement
2. Open classroom
3. Discipline and intervention techniques
4. Motivation
5. Scheduling, flexible and otherwise

III. METHODS

A. Teacher-Centered Procedures
   1. Demonstrations
   2. Question-techniques
   3. Review and drill

B. Student-Centered Procedures
   1. Problem solving
   2. Discovery techniques

C. Planning and Preparing for Teaching
   1. Writing instructional objectives
   2. Daily lesson plans
   3. Long range planning

IV. SPECIAL PROBLEMS

A. Individual Differences

B. Remedial Problems and Procedures

C. Bi-lingualism

D. Implications of Ethnicity in School Programs

V. EVALUATION

A. Analyzing Pupil Progress

B. Reporting Pupil Progress

C. Teacher Accountability

EDUCATION 59.4 AND 59.5

METHODS OF TEACHING IN MIDDLE SCHOOLS - I AND II

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SUMMARY OF DEPARTMENTAL COURSE PRESCRIPTIONS

Undergraduate Middle Schools Sequence (Grades 5 through 9)

A. Departmental Prescriptions

1. Education 59.1, 59.2, 59.3, 59.4, 59.5

2. Corequisite with Education 55.X3. Complete one of the following courses:

Education 36.1:	The Afro-American Heritage and the Schools of the United States
Education 36.2:	Puerto Rican and Hispanic Heritage and the Schools of the United States
Education 719:	Education and Theories of Mind
Education 725:	The Education of the Gifted Child

Notes on additional recommended electives:

The Department of Education is planning a group of additional electives which will meet the interests and needs of students in the Middle Schools Sequence. Among the titles of courses being planned are the following: Children and Youth with Learning Disabilities; Conversational Puerto Rican Spanish; The Education of Physically Handicapped Children and Youth; The Community as a Laboratory of Learning; The Teaching Profession; Special Applications of Instructional Technology; Historical Perspectives in Education. Philosophical Perspectives in Education.

3. Corequisite with Education 59.5. Complete one of the following courses, (excluding the elective selected as co-requisite of Education 59.4):

Education 36.1:	The Afro-American Heritage and the Schools of the United States
Education 36.2:	Puerto Rican and Hispanic Heritage and the Schools of the United States
Education 719:	Education and Theories of Mind
Education 725:	The Education of the Gifted Child

Notes on additional recommended electives:

The Department of Education is planning a group of additional electives which will meet the interests and needs of students in the Middle Schools sequence. Among the titles of courses being planned are the following:

3. Corequisite with Education 59.5 (cont'd.)

Children and Youth with Learning Disabilities; Conversational Puerto Rican Spanish; The Education of Physically Handicapped Children and Youth; The Community as a Laboratory of Learning; The Teaching Profession; Special Applications of Instructional Technology; Historical Perspectives in Education; Philosophical Perspectives in Education.

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PERFORMANCE-BASED UNDERGRADUATE COURSE SEQUENCE

for the

EDUCATION OF TEACHERS FOR SECONDARY SCHOOLS

(Grades 9 through 12)

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Proposed Professional Undergraduate Course Sequence for the Preparation of Teachers for Secondary Schools (Grades 9 through 12)

Introduction

Undergraduate students, electing to prepare for teaching in secondary schools, differ in one significant respect from all other Education students. The pre-service secondary school teacher is a major in one of the liberal arts departments of the College and takes as electives the professional sequence in Education.

The plans for the proposed professional sequence for the preparation of teachers for secondary schools were designed in constant view of four processes of polarization operative today: black versus white; young versus old; poor versus rich; formally educated versus formally uneducated. The four processes constantly affect both the young teachers of teenagers and the teenagers themselves. Accelerated changes in the composition of both the school and the College population becoming more dramatic, and the gap between conventional abstract learning and actual experiences becoming wider and wider, the content of studies for prospective teachers cannot be predetermined as it used to be. It seems that the only constants to build on in a sea of variables are the actual experiences (in school, family, and community) a college student has had previous to college. He is not an expert in interpreting these experiences, but he is a provider of experiences he actually has had.

The objectives of the courses proposed for this sequence are:

1. To develop self-awareness and professional awareness;
2. To develop an understanding of the growth and development of the adolescent (physical, intellectual, emotional, personal, social);
3. To generate and elicit a cognitive-affective grasp of the nature of learning and interpersonal relations;
4. To analyze objectives and variations in secondary school curriculum construction and methodology;
5. To develop teaching styles and skills which will lead to successful teaching/learning encounters in secondary schools.

An assumption underlying this proposed sequence is that the acquisition of self-awareness and professional awareness as well as appropriate teaching styles and strategies is both a gradual and an individual process. Therefore, the approach and methods utilized in this growth-stimulating process will proceed along two converging pathways:

(a) the prospective teacher himself as object of his investigations; and

(b) the community in all its social, personal, and technical ramifications as the field for the prospective teacher's involvement, as object of his investigations and study.

A problem-solving approach will be used in the exploration of specific tasks within the courses. The prospective teachers will be involved in a planned series of work-study experiences. Special emphasis will be directed toward the place of reading in teaching at the secondary school level. Study projects and assignments will be developed for the prospective teachers, as a whole group, in small groups, or individually by a team of instructors and the prospective teachers themselves. These tasks will be determined by the needs and levels of performance of the pre-service teachers. The teams of instructors for this proposed sequence will involve sociologists, psychologists, curriculum and methods specialists, cooperating school personnel, and consultants from other departments of the College and from the community.

SUMMARY: SECONDARY SCHOOL SEQUENCE (GRADES 9 through 12)

Course No. and Title	Semester	Credits	Laboratory Experiences (in Campus Media Learning Center and/or School-Community Teaching-Learning Center)	Staff
Educ. 60.1 Children and Youth in an Urban Environment.	Lower Junior or Upper Junior	8 Credits: 12 Class and laboratory hours (4 class and 8 laboratory hours).	Supervised Observation in schools (K-12). Community Agencies, Early Childhood and Youth Centers, and clinics; development of self-awareness and awareness of group processes. Skills Practicum; Instructional Technology related to a wide variety of experiences, including diagnostic and remedial techniques in reading. Observation and participation in supervised learning activities (in major curriculum area and other areas) with individuals or small groups of students; development of learning strategies appropriate to the needs of the students.	Teams to be selected which will include Education specialists in: a) Sociology; b) Psychology; c) Instructional Technology; d) Philosophy; e) Methods; f) Curriculum; and g) Consultants from other departments in College and from Community.
Educ. 65.01 65.16	Lower Senior	6 credits: 4 class and 4 lab. hours per week. Daily supervised instructional experience (pre-apprentice teaching and apprentice teaching; 2 grade levels in secondary schools).	Pre-apprentice teaching: Supervised instructional experience in schools; a minimum of 2 hours per day for the semester; includes observing and teaching under supervision; curriculum development and study arising out of observations and teaching experiences. Apprentice teaching: assigned to a minimum of 2 classes with cooperating teacher (s) in a team teaching role where the apprentice teacher has the major responsibility for at least one class. Tasks include major responsibilities of regular teacher.	Teams to be selected which will include: a) Curriculum Specialists; b) Methods Specialists; c) Cooperating School Personnel; d) Consultants from other departments in College and from Community.
Educ. 66.01 66.16 Seminar in Secondary Education I and II.	Upper Senior	6 credits: 4 class and 4 lab. hours per week. Daily supervised instructional experience (pre-apprentice teaching and apprentice teaching; 2 grade levels in secondary schools.)		
		Total: 20 credits		

Lower and Upper Junior Semesters
Catalogue Description

I. Catalogue Entry

a. Education 60.1

b. Children and Youth in Schools in an Urban Environment

Ed. 60.1 - to be completed in lower junior (501) semester or upper junior (601) semester.

c. 8 credits: 12 class and laboratory hours per week. (4 class and 8 laboratory hours).

d. A problem-solving approach to a study of the reciprocal action between children, adolescents and an urban environment based on an experience-centered program designed to (1) develop an understanding of the urban child from birth to maturity, with emphasis on the adolescent of secondary school years; (2) evolve self-awareness and awareness of group processes; (3) analyze the psychological and sociological components of society which influence learning and organizational patterns in urban schools; (4) explore the cognitive and affective aspects of learning with individuals and with small groups; and (5) develop strategies for meeting diverse levels of readiness to learn with emphasis on reading.

Sequence of work-study experiences to include selected laboratory experiences on campus and in schools, community organizations, clinics, early childhood and youth centers; supervised participation in learning activities with adolescents from diverse environments; development of teaching and learning skills in specific curriculum areas and the application of these skills in school or community situations.

Laboratory experiences scheduled in half-day blocks.**

Taught by a team of instructors.*

e. Prerequisite: None.

f. Exclusion clause: Not open to students who have completed Education 27.2, 28, 29.5, 30.3, 48.1, 58.1, 59.1.

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* Instruction involves a team of faculty (same team both semesters) including a sociologist, psychologist, methods specialist(s), and consultants from other departments of the College and from the community.

** Laboratory experiences to include specifically:

1. Supervised observation in wide range of schools (K-12), community agencies, early childhood and youth centers, and clinics. Emphasis on the analysis of the psychological and sociological components of urban society which influence learning. Continuous development of self-awareness and awareness of group processes.

Laboratory experiences to include specifically: (continued)

2. Sessions in the Campus Media Learning Center[1] and the School-Community Teaching-Learning Centers[2] devoted to a wide variety of experiences including application of diagnostic and remedial techniques of reading, skills practicum, micro-teaching, simulation techniques, video-tapes, group dynamic skills, technology to individualize instruction, e.g., Individually Prescribed Instruction (I.P.I.) and Computer Assisted Instruction (C.A.I.).

3. Through observation and participation in supervised learning activities with individuals or small groups of students, prospective teachers will be expected to develop awareness of the levels of thought characteristic of adolescents of diverse degrees of maturity within the secondary school range, and to learn to develop strategies appropriate to these diverse levels of readiness to learn. Some of the observation and participation in supervised learning activities should be in curriculum areas outside of prospective teacher's major to provide a broad view of the secondary school curriculum.

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1 Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop under supervision, the technological aids and resources appropriate for their work with individuals, small groups, and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

2 School-Community Teaching-Learning Center: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Center will be found in Appendix A of complete document.

Children and Youth in Schools in an Urban Environment

I. The goal of the initial course in the secondary sequence (Education 60.1) is to develop in the Brooklyn College student the broad concept of learning, both formal and informal. Because the involvement of the student is a necessary component in the learning process, he must be a participant who is directly involved in the observation and analysis of the teaching-learning process. The student must be cognizant of his own role, of the role(s) of those observed, and of their interactions.

In Phase I of the program, a set of objectives has been developed together with parallel experiences and focuses. The outline is a basic plan of operation. The focus, throughout, is process-oriented; and, therefore, its implementation will seek the participation of school people and students.

II. Methods of Operation

A. Protocol materials (e.g. audio tapes and video tapes) which have been developed by previous secondary school student-teachers will be studied by students in Education 60.1 of the new program. One of the objectives will be to develop skills in the techniques of involved observation and to become participant observers.

B. Identification of problems observed in schools and communities.

C. Analyses of observed methods of meeting these problems.

D. Formulation of hypotheses for alternate methods of meeting these problems (based on course content - readings and discussions).

E. Testing hypotheses under supervision with similar problems in schools and communities. (Development of protocol materials)

F. Evaluation of protocol materials (based on course content) and further improvement and development of procedures.

III. Major Factors Involved:

A. Supervised, involved observation.
B. Formulation of hypotheses.
C. Testing of hypotheses.
D. Evaluation and continuation of the process.

IV. OVERALL PROCEDURES FOR IMPLEMENTATION -- Education 60.1

OBJECTIVE	EXPERIENCE	FOCUS: How does each situation facilitate/hamper learning and development?
A. To illustrate the extent to which the strengths and problems of the community are reflected in the school and the strengths and problems of the school are reflected in the community.	A. Part of the student group (A) will make initial acquaintance with the community: the other part of the student groups (B), (C), (D) will make initial acquaintance with the school organizations. This procedure will enable several student groups to analyze the various components that feed into a school and to formulate tentative hypotheses of the relationships between school and community, aiming at an understanding of the learner within his environment.	A. How do the school and the community interrelate/influence each other? B. What are the basic factors determining the development of students? C. What is learning: objectives, process, means of implementation, evaluation?

COMMUNITY Group A	SCHOOLS Groups B,C,D
Suggested list of visits, conversations, and other means for formulating views of community situations:	Suggested list of visits, conferences, and other means for formulating views of school situations as they affect:
a. Youth Centers	a. students
b. Welfare Centers	b. teachers
c. Borough Hall	c. administrative
d. Community Progress Centers	d. paraprofessionals
e. Criminal Court	e. custodial staff
f. Police, Fire, and	f. secretarial staff
	g. school board

COMMUNITY
Group A

Suggested list of visits, conversations, and other means for formulating views of community situations:

a. Youth Centers

b. Welfare Centers

c. Borough Hall

d. Community Progress Centers

e. Criminal Court

f. Police, Fire, and Sanitation Depts.

g. Churches

h. Local stores

i. Finance companies

j. Drug Rehabilitation Centers

k. Hospitals

l. Through these acquaintances, it is to be hoped that actual contacts can be made with certain families for greatest insight into an authentic view of living conditions.

SCHOOLS
Groups B,C,D

Suggested list of visits, conferences, and other means for formulating views of school situations as they affect:

a. students

b. teachers

c. administrative

d. paraprofessionals

e. custodial staff

f. secretarial staff

g. school board

h. parents associations

V. SPECIFIC PROCEDURES FOR IMPLEMENTATION -- Education 60.1

OBJECTIVES, EXPERIENCES, AND FOCUS

OBJECTIVE	EXPERIENCE	FOCUS: How does each situation facilitate/hamper learning and development?
A. Preliminary Development of Observational Skills To develop skills for general and specific observation and analysis of particular situations related to human development and learning: 1. school 2. community	A. Protocol materials to be used on and off campus: exposure to a familiar medium and content (e.g., T.V. commercials) to provide the student with an opportunity to see for himself the untapped levels of observation. Use of these familiar, prepared materials will lead to sequential exposures to materials (e.g., prepared video tapes and audio tapes) which reflect local school and community conditions.	A. How do the school and the community interrelate/influence each other? What are the basic factors determining development? What is learning: process and objective?
B. Self-Awareness of Teacher-Trainees To develop skills for articulation of beliefs, feelings, values, perceptions, persistent dispositions, in order to heighten consciousness of particular slices of reality.	B. Slices of reality (protocol materials: existing or developed by the student participants e.g., audio and video tapes) of brief duration (90 - 120 seconds) to enable the student participant to articulate changes in his perceptions.	B. Discussions centering around illustrations of the influence of experience on cognition and affect.
C. Interaction with Students (Learning Tasks) To develop the ability to interact with students on a one-to-one or small group basis in school and out of school through analysis of and assistance with learning tasks.	C. Assistance in learning tasks, e.g., reading. This will involve helping the classroom teacher to individualize learning in various forms, e.g., small group instruction, choice of greater variety of content and media, development of content and media. Assistance in play rehearsal, sports activities, etc.	C. Analysis of the suitability of teaching styles, content, and media to the cognitive level and affective conditions of the learner.
D. Continued Interaction with Students (Group process) To develop the ability to observe and analyze the dynamics within the peer group, and relate impressions to the teacher-trainee's own experiences.	D. Same as Experience C. The observation, analysis, and translation will evolve from the teacher-trainee's participation with small student groups. In addition, role playing, sociometric devices and free association techniques will be employed.	D. What are the patterns of behavior, the styles, the modes of communication (verbal and non-verbal) and how do these compare with the observer's background of experiences? At different points: a. How did the observer feel? b. Was he comfortable in the situation? c. Did the observer feel affinity?

	tance in play rehearsal, sports activities, etc.	
D. Continued Interaction with Students (Group process) To develop the ability to observe and analyze the dynamics within the peer group, and relate impressions to the teacher-trainee's own experiences.	D. Same as Experience C. The observation, analysis, and translation will evolve from the teacher-trainee's participation with small student groups. In addition, role playing, sociometric devices and free association techniques will be employed.	D. What are the patterns of behavior, the styles, the modes of communication (verbal and non-verbal) and how do these compare with the observer's background of experiences? At different points: a. How did the observer feel? b. Was he comfortable in the situation? c. Did the observer feel affinity? d. Did the observer feel distance/alienation? e. Did the observer wish to leave the situation?
E. Analysis of Teaching Roles and Styles To develop the ability to observe and analyze teaching roles and styles and relate impressions to the teacher-trainee's own experiences.	E. Conferences with teachers; opportunities to observe actual teaching situations; and, dependent on teacher-trainee readiness and inclination, provide opportunities to articulate and reflect the depth and quality of his learning; for example, to translate his learning through a variety of media (music, dance, graphic and literary art, acting, simulated teaching, etc.)	E. What is the relationship of teacher background to student background? What is the effect of teaching styles on different personalities of learner? What are the self-perceptions of the teacher and what are the student perceptions of the teacher? (Congruence or disparity?) Can the teacher-trainee be helped to communicate experiences in a variety of ways?
F. Analysis of Paraprofessionals' Roles and Styles To develop the ability to observe and analyze the roles and styles of paraprofessionals and relate impressions to the teacher-trainee's own experiences.	F. General observations, interviews, role-playing.	F. What is the relationship of paraprofessional background to student background? How does the paraprofessional help in your understanding of the relationship between school and community? To what extent do the school and community avail themselves of the opportunities provided by the paraprofessionals?
G. Analysis of Administrative Roles and Styles To develop the ability to observe and analyze administrative roles and styles and relate impressions to the teacher-trainee's own experiences. Provided that time allows, other objectives would include examination of the roles and styles of superintendents, school board, Board of Education, and other educational agencies.	G. General observations, interviews, role-playing.	G. How do administrators, teachers, paraprofessionals, and teacher-trainees view the functions and the degree of effectiveness of themselves and each other?

Secondary Schools

Education 60.1 Children and Youth in Schools in an Urban Environment

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Location of Seminar sessions: It is expected that many of the Seminar sessions will be conducted in the schools and at the Campus Media Learning Centers. Where possible, School-Community Teaching-Learning Centers should be set up in high schools and clusters of pre-apprentice and apprentice teachers (5 or 6) assigned to each subject area.

Taught by a team of instructors: Instruction in the Seminar involves a team including curriculum and methods specialist(s), cooperating school personnel and consultants from other departments in the College and from the community.

e. Prerequisites: Education 60.1 and 12 credits in advance electives in major subject department.

f. Exclusion clause: Not open to students who have completed Education 35, 61.01 - 61.16, 62.01 - 62.16. No credit will be allowed for Education 65.01 - 65.16 unless Education 66.01 - 66.16 is completed.

Lower and Upper Senior Semesters
Catalogue Description

II. Catalogue Entry

a. Education 65.01 - 65.16; 66.01 - 66.16.

b. Seminar in Secondary Education - I and II

(I - Education 65.01 - 65.16 to be completed in lower senior (701) semester).
(II - Education 66.01 - 66.16 to be completed in upper senior (801) semester).

c. 6 credits (each semester): 4 class hours and 4 laboratory hours per week. Daily supervised instructional experience (pre-apprentice teaching, 2 grade levels in secondary schools).

d. Analysis of objectives, variations in methodology and curriculum construction, evaluation, role of materials and resources as applied to teaching in secondary schools; selection of supervised instructional experiences structured to evolve professional awareness; development of teaching styles and skills designed to enable the adolescent to succeed; consideration of reading disabilities and remedial treatment in relation to specific subject areas. The course numbers for specific subject areas are as follows:

Semester I - 65.01 (English); 65.02 (Social Studies); 65.03 (Mathematics); 65.04 (Science); 65.05 (Home Economics); 65.07 (Hebrew); 65.08 (Latin); 65.09 (German); 65.11 (Romance Languages); 65.12 (Music); 65.13 (Physical Education - M or W); 65.14 (Speech); 65.15 (Russian); 65.16 (Health Education) and Semester II - 66.01 (English); 66.02 (Social Studies); 66.03 (Mathematics); 66.04 (Science); 66.05 (Home Economics; 66.07 (Hebrew); 66.08 (Latin); 66.09 German; 65.11 (Romance Languages); 65.12 (Music); 66.13 (Physical Education - M or W); 66.14 (Speech); 66.15 (Russian); 66.16 (Health Education). Open only to students who have obtained recommendation from major subject department, and who have met the standards of the Education Department with respect to Speech, Health, Personality and general scholarship.

Supervised instructional experience, pre-apprentice teaching and apprentice teaching:

1. Supervised instructional experience in the schools shall be for a minimum of 2 hours per day for the semester.

2. The role of the pre-apprentice teacher shall include: teaching under supervision, observation in the schools, curriculum development and curriculum study arising from the teaching experiences and observations.

3. In the second semester the apprentice teacher shall assume the added responsibility of being assigned to a minimum of two classes with cooperating teacher(s) in a team teaching role where the apprentice teacher has the major responsibility for at least one class. This shall include preparing lesson plans, providing and guiding learning experiences, giving tests and grades, handling classroom management, providing supplementary work, making assignments, previewing and using audio-visual materials, handling homeroom activities, and accepting the other responsibilities of a regular teacher.

Course Outline for Education 65.01-65.16; 66.01-66.16.

Seminar in Secondary Education - I and II.

I. Curriculum
  A. Basic to curriculum development
    1. Current philosophical issues having a direct influence on educational practice
    2. Cultural issues
    3. Factors external to the school which affect curriculum development
  B. Nature of curriculum
    1. Aims and objectives
    2. Scope and content

II. Methods of teaching for implementation of curricula
  A. General methodology
    1. Nature of activities
    2. Classroom management
    3. Motivation
    4. Group dynamics
    5. Teacher attitudes
  B. Special teaching procedures
    1. Lesson planning; unit planning
    2. Questioning; discussion
    3. Teacher demonstration
    4. Laboratory approach
    5. Home assignments
  C. Teaching materials and resources
    1. Audio-visual materials
    2. Educational technology
    3. Textbooks; other books
    4. Professional literature; supplementary publications
    5. State and city syllabi and curriculum guides
    6. Teacher backgrounds
  D. Cocurricular activities: projects, reports, field trips, clubs, recreations, hobbies, ...
  E. Special problems
    1. Provision for individual differences: slow learner, special aptitudes
    2. Reading disabilities
    3. Remedial instruction
    4. Creativity
    5. Curriculum organization
    6. Correlation of one subject area with other subject areas
  F. Differentiation of instruction
    1. Individualization of instruction
    2. Team teaching
    3. Programmed instruction; computer assisted instruction
    4. Instructional television
    5. Open classroom
  G. Current research on teaching methodology

Secondary Schools
Course Outline for Education 65.01-65.16; 66.01-66.16.

III. Evaluation
  A. Function of evaluation
    1. Facilitation of learning
    2. Improvement of instruction
  B. Evaluation and curriculum
    1. General techniques of assessing or studying defined behavioral changes which have been stated as specific subject matter outcomes based on curricular objectives
    2. Connections between evaluation techniques and the curriculum
      a. Informal: day-to-day evaluation of individual student or whole class or the plan of teaching with respect to learning
      b. Formal: teacher-made tests or standardized tests
      c. Types of learning inherent in curriculum
  C. Teacher-constructed evaluation instruments
    1. Basic characteristics of evaluation techniques
    2. Essay questions
    3. Objective questions
  D. Standardized measuring instruments
  E. Evaluation of current programs (in various subject areas)
  F. Diagnosis and evaluation of teacher's competence and effectiveness

IV. Other professional considerations
  A. License examinations and certification
  B. Role of the teacher in guidance, curriculum revision, school administration, parent-teacher groups, community
  C. Professional organizations

Secondary Schools
Education 65.01-65.16; 66.01-66.16.

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Seminar in Secondary Education - I and II.(continued)

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Art

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SUMMARY OF DEPARTMENTAL COURSE PRESCRIPTIONS

Undergraduate Secondary Schools Sequence (Grades 9 through 12)

A. Departmental Prescriptions

1. Education 60.1; 65.01 - 65.16; 66.01 - 66.16.

2. Recommended Electives:

Education 36.1:	The Afro-American Heritage and the Schools of the United States
Education 36.2:	Puerto Rican and Hispanic Heritage and the Schools of the United States
Education 725:	The Education of the Gifted Child

Notes on additional recommended electives:

The Department of Education is planning a group of Elective Courses which will meet the interests and needs of the students in the Secondary School Sequence. Among the titles of courses which are being planned are the following: Reading in the Secondary Schools; Children and Youth with Learning Disabilities; The Education of Physically Handicapped Children and Youth; The Community as a Laboratory of Learning; Historical Perspectives in Education; Philosophical Perspectives in Education; Honors: Research in Education.

SECTION III

SELECTED REFERENCES

SELECTED REFERENCES

The members of the Committee on Curriculum and Admission to Courses (CLAS) have utilized the following writings in their consideration of curriculum revision for teacher education at Brooklyn College. The Committee has given special attention to the Comprehensive Elementary Teacher Education Models developed by the nine institutions of higher education and research laboratories during 1968. In the study of these Models, the Committee found the emphasis on performance criteria, teaching-learning behaviors, direct experience in the field locations, and instructional technology as particularly relevant for Brooklyn College. The items preceded by an * are suggested for the study of observation systems. The reader is referred to the bibliographies attached to the position papers in the appendices of this document for readings concerned with the titles of the papers.

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